

Haywood Grove School

Inspection report

Unique Reference Number	131319
Local Authority	Hertfordshire
Inspection number	341127
Inspection dates	23–24 June 2010
Reporting inspector	James Bowden

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	31
Appropriate authority	The local authority
Headteacher	Jacquelyn Donley
Date of previous school inspection	29 November 2006
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Introduction

This inspection was carried out by one additional inspector. He visited five lessons, seeing all the teachers. Meetings were held with the headteacher, deputy headteacher, the chair and vice-chair of the governing body, the home/school liaison officer, subject leaders and a small group of pupils. The inspector also looked at samples of pupils' work, teachers' planning and assessment records. He analysed questionnaires from 10 parents, 22 pupils and 19 staff.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the achievement of pupils over time and how well teaching challenges pupils
- how well pupils make progress in the key skills of literacy, numeracy and information and communication technology (ICT)
- attendance over the last three years
- the effectiveness of the use of ICT to support teaching and enliven learning
- the effectiveness of subject leadership and management.

Information about the school

Haywood Grove is the only mixed day primary school for pupils with behavioural, emotional and social difficulties in Hertfordshire. It has a maximum of 40 places. Pupils join the school at different times throughout their primary schooling and approximately a half spend less than two years at the school. They come from all over the county so some travel long distances each day. All pupils have a statement of special educational needs, primarily for their behavioural, emotional and social difficulties but also for other needs, including specific learning difficulties and autistic spectrum disorder.

Currently, all pupils are boys. Most are of White heritage, the others being from a range of ethnic backgrounds. Two are looked after by the local authority and a further three by other local authorities. The proportion known to be eligible for school meals is high at 42%. The school has achieved Activemark and Healthy Schools status, as well as the Eco-School Silver award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good quality education and meets fully its core aim of providing a therapeutic and nurturing environment focussed on the whole child. Pupils' health, safety and well-being are at the forefront of the school's outstanding ethos of care, including good practice and procedures for safeguarding. Underpinning this is the excellent collaborative working with an extensive range of other professionals and specialist organisations, which promote pupils' well-being and learning particularly well. The school's home/school liaison officer works very closely with parents and carers, and procedures are in place to ensure all are informed and included in discussions when concerns are raised about a pupil. Most are highly appreciative of the school's work. One parent wrote, 'Since attending Haywood Grove, my son is a much happier child, who actually enjoys learning and looks forward to going to school.' The excellent curriculum, and the breadth and variety of activities provided, contributes exceptionally well to pupils' enjoyment of learning and their rekindled enthusiasm for education.

Pupils achieve well because of the total education and support package offered, including breakfast alongside structured individual learning programmes, for example in literacy. There is a very calm and positive start to the day. Because of their behavioural and social difficulties, many pupils have had a poor attendance record and a negative experience of mainstream school. Consequently, when they start at Haywood Grove their attainment is often well below that of their mainstream peers. Attendance improves considerably compared to that in their mainstream schools and, by the time pupils leave school at the end of Year 6, most have made good progress in their learning in relation to their starting points. They have an excellent awareness of the importance of healthy eating, for example, enjoying 'smoothie-Fridays' where they prepare their own refreshments. In addition, they participate in a wide range of physical activities, both at break times and through formal physical education provision. This aspect of the school's work has been recognised by the achievement of the Activemark award and Healthy Schools status.

Teaching is good and all pupils make good progress in lessons, as well as over time. Underpinning this is the highly effective teamwork and working relationships of all adults in the classroom, as well as around the school. Teachers assess pupils' progress particularly well, including ongoing oral feedback, annotation of work and, as pupils get older, the use of National Curriculum levels. The re-structuring of subject leadership has helped the school focus well on this aspect of its work. However, although pupils make good progress in the use of ICT in designated ICT lessons, leaders have not yet evaluated pupils' progress in its use across all subjects.

Underpinning the impact of the school and all its work is the ambition, drive and good

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leadership of the headteacher. In addition, rigorous and accurate self-evaluation by the leadership team has led to good improvements since the last inspection and clearly focussed planning has identified key areas for further improvement. Although the governing body is very supportive of the school, it is less effective in its role as a critical and challenging friend. The school is highly effective in ensuring that all have equality of opportunity, and in tackling racial discrimination, which results in a good ethos for inclusion. In light of the school's improving track record and the effectiveness of leadership and management overall, the school has good capacity to sustain further improvement.

What does the school need to do to improve further?

- Assess pupils' competencies in the use of ICT across all subjects in order to establish a full picture of their progress in this aspect of their learning.
- Ensure that the governing body is more rigorous in its monitoring and evaluation of the school's performance in order to:
 - identify more accurately the school's strengths and areas for improvement
 - enable it to become more effective in its role as a critical yet supportive friend.

Outcomes for individuals and groups of pupils**2**

In lessons, all pupils are enabled to consolidate and build on previous learning and make good progress in relation to national expectations for pupils with special educational needs and/or disabilities. Many improve more than two National Curriculum levels during their time at the school. Pupils benefit greatly from working in small groups where they receive focused and individual attention. This, along with their rekindled interest in learning and enthusiasm for the school's gold, silver and bronze personal rewards, supports the good progress they make. In an art lesson, for example, ICT was used effectively to enable pupils to learn about Maori history and the use of face tattoos. They then used this information to design their own face tattoos which they would then have painted on their faces for their class contribution to the annual school performance. In a top band mixed-aged mathematics lesson, pupils worked well using their mental skills to answer addition sums and choose different methods of calculation to arrive at the correct answer.

All pupils are aware of their individual targets because they are closely involved in the setting of them for their individual education plans. These provide the basis for lesson planning, which enables pupils to make good progress towards them. Pupils report that the school is a safe place to learn. Although there are occasional outbursts, pupils are aware of the triggers that lead to this response and what they must then do to control their behaviour, such as opting to use the calming areas in each classroom for a short time while they calm down, using individual strategies they have developed themselves or using the calming-down rooms. Although a few need to leave the classroom under supervision, they return quite quickly with a more positive frame of mind and ready to continue learning. During the inspection, the learning of other pupils in lessons was not

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unduly interrupted by any untoward disruptive behaviour. Pupils are confident in approaching adults for help and say that the school sorts out any problems quickly. Progress in the key skills of literacy, numeracy and ICT is good. Pupils' knowledge and understanding of the six major world religions is good and contributes well to their all-round personal development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' planning meets pupils' needs generally well, as it is based on careful and continuous assessment of their previous learning in lessons. Teachers are adept at teaching mixed-aged groups and ensuring that all are challenged in relation to their capabilities. New technology is used effectively to enhance teaching and enliven learning, and supports pupils' progress in all aspects of their work. In the second half of a mathematics lesson, for example, pupils worked well in the ICT room using a variety of on-line programs to improve the accuracy of their measurements of weight and various lengths. Learning intentions are made clear at the start of lessons, which ensures that pupils are aware of what is expected of them. However, at the end of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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lessons, the plenary is not always effective as it could be because it is either too rushed or not focused enough on the details of the expected learning outcomes. Praise is mostly used wisely and is not overly effusive, success being rewarded appropriately in line with the school's policy.

Daily structured programmes focusing on literacy and numeracy skills underpin the school's curricular provision. In addition, the curriculum is highly effective in supporting pupils' overall personal development, including aspects of their spiritual, moral, social and cultural development. Pupils have, for example, a good understanding of the need for sustainability and recycling, and are involved in a gardening project to grow their own produce. The school's work in this respect has been recognised by the Eco Schools silver award. A broad range of enrichment activities throughout the year, including subject-specific days, contributes extensively to pupils' progress and enjoyment. Daily physical activities at break time and a range of clubs at lunchtime support further the school's ethos of the whole day being learning time.

The school supports pupils highly effectively, each being supported in very specific ways. This ensures that all, including the most vulnerable, are looked after in a safe, healthy and caring environment. One-to-one mentoring of pupils by adult 'buddies' and staff trained in therapeutic crisis intervention, along with a range of other therapies provided by visiting specialists, also contribute very well. Procedures for reducing absence have resulted in a steady decline in unauthorised absences and an improving trend in attendance overall. Transitions on admission and movement to secondary schools are particularly well planned.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's restructuring of the leadership team, the allocation of subject leadership responsibilities and the appointment of more teaching assistants have provided greater stability in the school. There is a sharp focus on teaching, as well as on pupils' learning and personal progress and development. Staff feel they are involved in the work of the school and know what it is trying to achieve. The school's contribution to promoting community cohesion is strong within its own community and the local community. It is also effective in terms of the community beyond the school and its locality. This is as a result of effective curriculum planning with its good impact on pupils' personal development. Imaginative use has been made of the FIFA world cup to

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develop pupils' knowledge and understanding of other countries and cultures. Pupils were busily rehearsing for the annual end of year school performance with each class performing a short sketch highlighting, through drama, music and dance, specific cultural aspects of their chosen country.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost all parents and carers who returned the questionnaires are very pleased with the school's provision. In particular, they believe the school keeps them well informed of the progress their children make and that their children are making enough progress at the school. This inspection confirms their views. There were a few negative responses but no discernable pattern of discontent was evident.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haywood Grove School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 10 completed questionnaires by the end of the on-site inspection. In total, there are 31 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	30	5	50	0	0	1	10
The school keeps my child safe	5	50	3	30	0	0	0	0
The school informs me about my child's progress	6	60	3	30	0	0	0	0
My child is making enough progress at this school	6	60	3	30	1	10	0	0
The teaching is good at this school	5	50	5	50	0	0	0	0
The school helps me to support my child's learning	5	50	4	40	1	10	0	0
The school helps my child to have a healthy lifestyle	5	50	5	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	40	5	50	0	0	0	0
The school meets my child's particular needs	4	40	5	50	0	0	0	0
The school deals effectively with unacceptable behaviour	5	50	3	30	1	10	0	0
The school takes account of my suggestions and concerns	5	50	4	40	1	10	0	0
The school is led and managed effectively	4	40	6	60	0	0	0	0
Overall, I am happy with my child's experience at this school	4	40	4	40	1	10	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 June 2010

Dear Pupils

Inspection of Haywood Grove School, Hemel Hempstead, HP2 7BG

I recently came to your school to see how well you are getting on and whether I could suggest anything to make things better. I was impressed by the way all of you welcomed me into your lessons and the other activities you were involved in. I was much impressed with the effort and commitment you showed in your rehearsals for the annual school production due to be performed the day after I left. I hope it went well and that you had an enjoyable time and, most importantly, was also enjoyed by the audience! Yours is a good school because:

- you make good progress in your learning and personal development, and have an excellent understanding of the need to lead a healthy lifestyle
- in lessons, teachers and other adults give you all the help and support they can
- your behaviour in lessons and your attitudes to learning are good
- the school works really well with lots of other professionals to help and support you to make this progress
- all staff care for you particularly well and make sure you are safe
- the school provides lots of interesting things for you to do
- the headteacher and her leadership team have plans to make things even better for you.

I think the school could improve further and have asked the headteacher and her leadership team to:

- assess how well you use ICT in all your subjects
- make sure the governing body works with the leadership team to help the school improve even more.

Finally, I would like to wish all of you the very best for your future.

Yours sincerely

James Bowden

Lead inspector

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