

Hainault Forest High School

Inspection report

Unique Reference Number	102859
Local Authority	Redbridge
Inspection number	308144
Inspection dates	7-8 May 2008
Reporting inspector	Glynis Bradley-Peat

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

Type of School	Secondary
School category	Community
Age range of pupils	11-19
Gender of pupils	Mixed
Number on roll	
School	890
Sixth form	76
Appropriate authority	The governing body
Chair	Mr M Silva
Headteacher	Mrs K Terrell
Date of previous school inspection	08 February 2006
School address	Harbourer Road Hainault Ilford IG6 3TN
Telephone number	020 8500 4266
Fax number	020 8500 0036

Age group	11-19
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

The school is smaller than average with a small sixth form. It has been designated as a Specialist Business and Enterprise College. Almost 60% of students come from minority ethnic backgrounds and half have English as an additional language, both figures well above average. Large numbers of students either join or leave the school at other than the usual times. The proportion of students identified with learning difficulties is average. Over a third of these have moderate learning difficulties, just under a third have behavioural, emotional and social difficulties, about 12% have speech and language difficulties and 5% have severe learning difficulties. At the time of the previous inspection the school was removed from special measures. The school has gained the 'Healthy Schools Award' and 'Sportsmark'.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Hainault Forest High School is an improving school that is becoming increasingly effective. It provides a satisfactory standard of education but there is still work to be done to raise standards. However, leaders and students can be pleased with the improvements made since the last inspection. Parents agree and one wrote, 'There has been a definite improvement since the last inspection.' The headteacher and her senior team have introduced a number of successful measures to greatly improve students' behaviour. As a result, students behave well in class and around the school.

Students' achievement is satisfactory although standards remain low at both Key Stages 3 and 4. Nevertheless, the school's current tracking data show that students are being more successfully challenged to achieve improved results this year. The proportion of students leaving school with five or more A* - C grades at GCSE has risen since the last inspection. However, standards in information and communication technology (ICT), design technology and history are not high enough. Senior leaders are working hard to rectify this.

Teaching and learning are satisfactory overall with some examples of good practice. However, the proportion of good teaching is not yet high enough. Teachers use electronic whiteboards in classrooms but these are not always used effectively enough to enliven learning or to ensure that students' enjoyment in their learning is enhanced. Students enjoy opportunities to work actively together in lessons but these opportunities are all too infrequent. There has been some considerable improvement in the use of data in the classroom but this is still inconsistent.

The personal development and well-being of students are good and attendance is approaching national averages. Students are cared for and supported well and they feel safe and secure. Good guidance and advice are provided for students so that they can make informed decisions about the next stages of their education. The good curriculum makes good links with local businesses, and vocational courses benefit greatly from these. Courses such as construction are popular amongst students and help to improve achievement. Students have had the opportunity to attend a variety of revision classes and clubs. The take up of these has been very encouraging.

The headteacher and her team monitor the quality of work in classrooms but this is not always rigorous enough and does not focus tightly enough on raising standards and improving achievement. Senior leaders know the school's strengths and areas where it needs to improve, and have recognised the variation in subject leaders' capabilities. There has been individual training provided for teachers in order to develop their skills. Governors are hard working and provide support for the school. Their role of critical friend needs further development in order for them to hold the school more effectively to account for its work. The school's improving track record shows that it has a satisfactory capacity to improve further.

Effectiveness of the sixth form

Grade: 3

The school strives to ensure that students at all levels leave school with a qualification to get a job. Although standards are exceptionally low, students' progress shows an improving trend since the last inspection, despite a dip in 2007, and is currently satisfactory overall. Progress and standards vary from subject to subject, and are not high enough in some subjects, such as history. Teaching in the sixth form is consistently satisfactory with some that is good. This enables students to make satisfactory progress and particularly ensures their good personal development. However, a significant minority underachieve because of erratic or inadequate attendance. The school recognises this as a barrier to learning, but despite their efforts it still persists. Teachers generally have warm and supportive relationships with students, and give them effective guidance when they apply to universities and local colleges. Students can choose from a satisfactory range of subjects, which meets most students' needs. This includes three vocational courses at Level 2, although science provision is limited. Most sixth form classes are very small, limiting students' opportunities to develop critical discussion and some key communication and team skills.

What the school should do to improve further

- Ensure a tighter focus on raising standards and achievement through more rigorous monitoring and evaluation.
- Improve teaching and learning so as to raise the proportion of teaching which is good or better.
- Improve achievement in the sixth form through ensuring better levels of attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Students enter Hainault Forest with well below average standards compared to national figures. By the time they leave the school, standards are still low, but this represents satisfactory achievement considering students' starting points. The school correctly identified that, in previous years, students in Key Stage 4 made better progress than those in Key Stage 3. Current tracking of how well students are doing show that this discrepancy is being tackled so that they all make satisfactory progress throughout the school with standards on track to rise at both Year 9 and Year 11 in 2008. In most lessons, students make at least satisfactory progress, and sometimes make good progress, especially in modern foreign languages, mathematics and science. This is not the case in ICT where all too often students do not make satisfactory progress. In English there has been an improvement in the achievement of students because leaders have ensured that those in need of extra help have been supported well. Those students with behavioural, emotional and social difficulties achieve well and in many cases make good progress. This is because the school has focused effectively on developing a calm, productive environment where students are able to learn more successfully. However, those with English as an additional language do not achieve as well as their classmates particularly in Key Stage 3.

Personal development and well-being

Grade: 2

Many students say they enjoy school and they show great loyalty to it. Relationships are good. Warmth and respect between students and teachers is apparent in many classes. Although a small minority of parents have expressed concern about students' behaviour, in lessons and around the school inspectors found it to be good. The school has put a lot of effort into improving attendance rates. This has paid dividends this year and figures are approaching national averages for the first time. Students say they feel safe, that bullying is rare and any incidences are dealt with effectively. Students speak in glowing terms of the harmony between the school's different racial and ethnic groups. The mixed-age tutor groups mean that older students 'look out for' younger ones and support them well. Consequently, new students settle in quickly and feel secure. Students' moral, social and cultural development is good because many aspects of school life enrich this. Students make an effective contribution to the community through, for example, the school council, the 'Junior Sports Leaders Awards' and the organisation of visits, such as a football trip to Amsterdam that was funded by the students' own efforts. A full programme of work experience and enterprise activities enables students to prepare effectively for the world of work or the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory but there are inconsistencies between departments. The school is fully aware of the strengths and weaknesses in teaching because it monitors the quality regularly. Teaching in modern foreign languages is consistently good. In a Year 11 lesson, for example, the teacher made good use of assessment information to tailor work specifically to the needs of students in readiness for their GCSE examination. A mix of rapid pace and a good level of challenge ensured students worked purposefully and collaboratively to improve their comprehension skills in French. However, teaching in design and technology and ICT is not good enough. This is because of staffing difficulties that remain unresolved. Too many lessons are taken by non-specialists or staff who do not regularly teach in the school.

Some teaching ensures that students are clear about what gains they are going to make in their learning and how these gains will be measured. Lessons are usually adequately planned and most teachers manage students well but sometimes staff do not consistently apply the school's behaviour policies. The planning of some lessons does not provide for enough involvement of students in their own learning and is overly teacher directed. Consequently, students become too passive and do not make as much progress as they could. Though there is some good quality marking, in some instances students are not given sufficient guidance in what they need to do to achieve higher standards.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced and provides an appropriate range of courses. There are opportunities for all to study a second language, or take vocational courses such as construction and ICT. There are business courses for all. These extensions to the curriculum since the time of the last inspection have been enabled by the specialist status funding for business and enterprise. Enterprise skills are planned into the citizenship curriculum, personal and social education lessons and activity days. This includes the Year 7 and 8 healthy house challenge, 'Mission Impossible', to devise new healthy menus. Planning to develop business and enterprise skills in other areas of the curriculum is under-developed. There are good links with local organisations. Two-week work placements for all in Year 10 are supplemented by college courses in hairdressing, music technology, catering and art for a few students in Years 10 and 11. Some other students combine college courses with reduced options. Students who speak English as an additional language have extra lessons which improve their literacy and numeracy. Careers guidance helped by the Connexions service is good. The curriculum is enhanced through a satisfactory range of clubs including sports, music, dramatic productions and charity events.

Care, guidance and support

Grade: 2

The school is very successful in ensuring that all students, irrespective of their background or ability, feel valued and well supported. It successfully integrates students who have had difficulties at other schools. Statutory arrangements for child protection and the safeguarding of students are robust. The school ensures that students understand the importance of healthy lifestyle choices, take part in regular physical exercise and eat healthily. It provides effective information about future options and career pathways as students move up the school. It helps them to become more closely involved in monitoring their own progress and setting targets for improvement, although students say that the extent to which this helps them to improve varies between different subjects and teachers. There has been a marked

improvement in the school's co-operation with parents to raise students' achievement. One parent remarked, 'My daughter had a lot of problems in Year 7-8 and had a lot of help at this school; she loves school now'. The school provides satisfactory support for students who have moderate or severe learning difficulties and speech and language difficulties. It has provided particularly effective support for those with behavioural, emotional and social difficulties. Students whose first language is not English receive satisfactory support out of lessons, but not enough attention is paid to supporting these students in lessons.

Leadership and management

Grade: 3

The school now runs smoothly on a day-to-day basis and is beginning to develop a more robust strategy to move it forward to the next stage of development. This focuses on raising standards and achievement. The good leadership of the headteacher has created a common sense of purpose among staff and students. Senior leaders and governors have a vision for the school's future and are in the process of clarifying the next steps needed to get there. There are some inconsistencies within the middle leadership team, which have led to variable practice but senior leaders are fully aware of these and are addressing them. Governors provide support and advice but, as yet, insufficiently rigorous challenge. Leaders effectively promote the personal development and well-being of learners. The inclusion of all learners is central to the school's vision. Although leaders know there has been improvement since the time of the last inspection they are less sure of the extent of this improvement. This is because no specific performance targets were set at the time and, as a result, it is more difficult to assess the impact of the work done. However, achievement has improved and students' personal development is now good. Management by the senior leadership team is good but some middle leaders currently lack sufficient skill to move their departments forward quickly enough.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	2	2
The capacity to make any necessary improvements	3	3

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	3	
The attendance of learners	2	
The behaviour of learners	2	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interest of learners?	2	3
How well are learners cared for, guided and supported?	2	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively leaders and managers use challenging targets to raise standards	3	
The effectiveness of the school's self-evaluation	3	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Annex B



Letter to pupils explaining the findings of the inspection.

19 May 2008

Dear Students

Inspection of Hainault Forest High School, Ilford, IG6 3TN

Thank you very much for the help you gave us recently when we inspected your school. An extra thank you to those of you who took the time to speak to us and show us your work. You talked to us about how much you think that the school has improved and we agree with you. Behaviour has particularly improved which is enabling many of you to make more progress and achieve better. This is very encouraging.

We think that your school gives you a satisfactory education. Your headteacher is leading the school well and the current evidence your school provided during the inspection indicates that you are on track to do better in your exams this summer. You know how important it is to lead healthy lifestyles and how to keep safe. You enjoy the clubs the school provides and have appreciated the revision classes.

Even though your school has improved, there is still work to be done. We have identified three areas we would like to see get even better. We have asked that the school focuses very closely on making sure that you all achieve as well as possible so that standards rise in your school and you all do better in exams. Currently, teachers teach you satisfactorily. We want a greater proportion of teaching to be good or better and we have asked that your headteacher and her senior team ensure that this happens. Finally, we have asked the school to ensure that sixth formers attend school more regularly so that they can make better progress. You can all help your school to achieve these improvements by continuing to behave well, by always completing your work to the best of your ability and by attending well, particularly those of you in the sixth form.

We wish you all the best and will be watching closely how well you do in the summer!

Yours sincerely

Glyn Bradley-Peat
Lead Inspector