

# Shaftesbury High School

## Inspection report

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<b>Unique Reference Number</b>	102260
<b>Local Authority</b>	Harrow
<b>Inspection number</b>	355157
<b>Inspection dates</b>	8–9 November 2010
<b>Reporting inspector</b>	Kay (Kathleen) Charlton

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	147
Of which, number on roll in the sixth form	23
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tony Murphy
<b>Headteacher</b>	Paul Williams
<b>Date of previous school inspection</b>	14 May 2008
<b>School address</b>	Headstone Lane Harrow HA3 6LE
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<b>Email address</b>	adminoffice@shaftesbury.harrow.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. Sixteen class teachers were observed and 18 lessons were visited. The inspectors held discussions with the governing body, staff and groups of former and current students. The inspectors looked at the school improvement plan, the governing body minutes, planning and assessments of students' progress, and a range of other documentation as well as questionnaires returned by 36 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How effective is teaching in challenging all students in the light of the increasing complexity of their needs?
- How well is the school's specialist status used for the benefit of all students?
- How effective are the systems for tracking students' progress and setting challenging targets in terms of ensuring the best outcomes for students and, also, in showing the overall effectiveness of the school?
- How well does the sixth form provision ensure that students achieve their best?

## Information about the school

Shaftesbury High School caters for students with a wide range of needs, from moderate learning difficulties to severe learning difficulties. The complexity of students' needs has increased over time and there are now many more students with behavioural, social and emotional difficulties (BESD) and/or autism than in the past. All students have a statement of special educational needs. They come from a range of ethnic backgrounds with the greatest proportions from White British or Asian backgrounds; about a third speak English as an additional language. The school has a number of awards including Investors in People (Silver), Healthy Schools, Arts- mark and Sportsmark. In 2007, it gained specialist status for BESD and this was re-issued in July 2010. The school has its own professional development centre and provides accredited training for teaching assistants. In September 2010, the sixth form moved to new premises within the main campus.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Shaftesbury High School continues to provide the outstanding quality of education that was seen at the time of the last inspection. It has successfully built on its strengths in several aspects of its work. Students of all ages, including those in the sixth form, make excellent progress in their learning. The care, guidance and support they receive is of the highest quality, ensuring that all gain the personal, social and learning skills which prepare them extremely well for their future. There are rigorous and robust systems in place to set challenging targets and monitor students' progress. However, these are not always used to the best advantage to show governors, parents and carers, and other stakeholders how well the school is performing overall. The school has recognised this as an improvement priority.

At the heart of the school's vision is the belief that all students, whatever their background or ability, will be successful. Teaching and learning are of the highest quality and, as a result, students' achievements are outstanding. By the time students leave, they attain a wide range of nationally accredited qualifications which, given their starting points, represents excellent progress. Staff assess every small step of each student's progress carefully. Their attention to detail ensures that lessons are well paced and that they very successfully challenge those of different abilities, including those with the most complex needs. All staff make very good use of resources, such as information and communication technology (ICT), to motivate pupils and ensure that lessons are enjoyable.

Safeguarding procedures are outstanding and students indicate that they feel very safe and secure. Relationships are extremely positive and staff listen carefully to students' views. This is an important factor in the school's success. Behaviour is excellent and staff are very skilled in negotiating with individuals having difficulties, so that the learning of others is not disrupted. Students develop confidence and independence, and benefit greatly from the extensive opportunities for work-related learning. The curriculum is exemplary because it is so well tailored to individual students' needs and extremely well enhanced by the school's very strong links with others. The BESD specialism is used very effectively to promote the emotional development of the school's own students as well those in other mainstream schools.

The headteacher provides the enthusiasm and drive to lead the school forward. He is very ably supported by the senior leadership team and, together, they challenge and support staff through rigorous monitoring and an extremely well-focused programme of professional development. The governing body is very involved in the life of the school and acts very effectively in holding it to account to ensure that the school is a leader in providing education for students with a wide range of needs. The track record of development since the last inspection, particularly in improving teaching and the sixth form provision at a time of significant change in the student population, along with

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accurate self-evaluation, demonstrates that the school has excellent capacity to improve further.

## **What does the school need to do to improve further?**

- Use the data about students' progress more effectively to show parents and carers, governors and other stakeholders how well the school is performing overall.

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

**1**

Students, regardless of their background and ability, enjoy learning and achieve extremely well. By the end of Year 11, all gain qualifications covering a wide range of academic and vocational subjects. The strong focus on the development of students' skills in communication and ICT pays off because this has a significant and positive impact on their achievements throughout the curriculum. It also ensures that students who speak English as an additional language achieve as well as their peers. The school has worked on the ways in which staff use assessment, for example 'I can' statements covering each small step in learning, to ensure students know what is expected of them. As seen in an outstanding Year 9 art lesson, this ensures that those of differing abilities achieve of their very best.

All students make significant gains in developing their self-esteem because staff value them as individuals and have high expectations of each one. Students of all ages work and play together in a harmonious atmosphere and respond extremely well to moments of reflection, as seen in an assembly about 'saying sorry'. Attendance is good and the school makes every effort to encourage all to attend regularly. Students understand about a wide range of cultures, for instance through many visits out of school and through links with a school in Uganda. They make an important contribution to the school community and know their ideas are respected. They talk very positively about the way the school has responded to their ideas about improving the school building and playground. All students make an extremely strong contribution to the wider community through their work with others, notably in helping the elderly, in taking part in sports and creative arts events, and in contributing to the local Youth Parliament. They show a keen awareness of the need for a healthy lifestyle, as reflected in the Healthy Schools and Sportsmark awards.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

## How effective is the provision?

The school's rigorous programme of monitoring teaching and learning has been highly effective in bringing about improvements in classroom practice since the last inspection. The use of assessment has improved and staff set finely tuned targets to guide students' learning. Teachers and support staff all play a vital role in helping students develop the confidence they need to succeed. The excellent relationships established between staff and students, and the consistent approach to managing behaviour, form the bedrock of students' successful learning. Staff make imaginative use of practical activities, often involving drama techniques, to enhance learning; a particularly good example was seen in an outstanding Year 11 science lesson about the ways in which the parts of the ear function.

The curriculum provides an extremely wide range of options so that there is an excellent match between students' needs and academic, practical and creative activities. It is very carefully tailored to the aspirations of each student with individualised timetables as needed. The very wide range of sporting activities and other enrichment activities, such as visits to the theatre, museums and residential visits, some of which are abroad, add to pupils' enjoyment of school and very successfully link their learning to real-life

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experiences. The curriculum is very well supported through the work of a range of other professionals, including therapists.

Staff make sure that all students, including those who arrive at different times, settle quickly and happily into school life. Transition arrangements for those moving into the school, and those who move to other schools and colleges, are exemplary and contribute extremely well to reducing students' anxieties. Students play a vital role in their annual review meetings so that all are able to appreciate their achievements. The school's extremely good links with others, including parents and carers, and other agencies, ensures that support is very well targeted to those with identified needs. The work of the school's home-school liaison officer is particularly effective in supporting vulnerable students.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher leads by example and gives a very clear sense of direction. Monitoring is undertaken rigorously, and consequently, everyone is clear about what needs to be done for the school to improve further. Staff are proud to be members of Shaftesbury. They take on responsibilities and approach key developments very enthusiastically. The governing body has a wide range of skills and is very active in promoting the school and its aims. It works tirelessly to ensure that the quality of provision is of the highest quality and is supporting the school very successfully at a time of change in the student population. The school fully meets its commitments to the promotion of equality of opportunity for all students and relentlessly campaigns to eliminate discrimination. Those spoken to who have recently left the school affirmed that their success in life beyond school is as a result of the school teaching them 'never to give up' in spite of their difficulties.

Staff are extremely vigilant, and safeguarding and child protection procedures fully meet national requirements. The school is a leader of high-quality practice and designated staff train professionals from other schools. There are excellent links at local, national and international level through which the school promotes community cohesion so that all students learn very effectively about life for those who live in other areas and other countries through first-hand experience.

The school has ensured improvement has taken place in many areas since the last inspection while meeting the changing needs of the student population. Resources have been targeted very effectively to meet these challenges and the school provides excellent value for money.

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*These are the grades for leadership and management*

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

## Sixth form

The progress and achievements of students in the sixth form are excellent because of the outstanding provision. Staff have improved the curriculum since the last inspection, notably by extending the range of accreditation. As a result, the provision is extremely well matched to students' aspirations and abilities. Students develop the skills needed for life extremely well, with particularly good examples evident during their annual visit to the Isle of Wight. There are excellent opportunities for students to work with others, for instance in local nurseries, homes for the elderly, nearby shops and garages. In all of these, students receive well-tailored support that matches their needs very closely and ensures that they become confident and as independent as possible. Students have a voice in decision-making, for example in working out the rewards system that they use to ensure behaviour is excellent. The care and guidance students receive is second to none so that they make informed choices about what they will do once they leave school. The leadership of the sixth form is excellent and ensures that all are highly reflective about their practice.

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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

## Views of parents and carers

About a quarter of parents and carers returned the questionnaire and therefore the views expressed have been supplemented with information derived from the school's own surveys. Parents and carers are overwhelmingly positive in their views about the school. As one said, 'The staff at this school are doing an amazing job.' The inspection shows that such comments are well founded. During this inspection, the inspection team found no evidence to support the concerns expressed by a very small number of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shaftesbury High 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 inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 147 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	56	12	33	2	6	0	0
The school keeps my child safe	22	61	12	33	1	3	0	0
My school informs me about my child's progress	16	44	17	47	2	6	1	3
My child is making enough progress at this school	12	33	18	50	2	6	1	3
The teaching is good at this school	14	39	19	53	1	3	0	0
The school helps me to support my child's learning	16	44	14	39	2	6	1	3
The school helps my child to have a healthy lifestyle	13	36	19	53	1	3	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)	13	36	17	47	1	3	1	3
The school meets my child's particular needs	15	42	17	47	2	6	1	3
The school deals effectively with unacceptable behaviour	14	39	16	44	3	8	0	0
The school takes account of my suggestions and concerns	13	36	19	53	1	3	1	3
The school is led and managed effectively	14	39	17	47	1	3	1	3
Overall, I am happy with my child's experience at this school	18	50	15	42	2	6	1	3

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



10 November 2010

Dear Students

**Inspection of Shaftesbury High School, Harrow HA3 6LE**

On behalf of the inspection team, thank you for all the help you gave us when we inspected your school. We enjoyed being able to talk to a good number of you. You told us very clearly that your school is 'brilliant' and that you make a lot of progress. We agree with you that the school provides you with an excellent education through the very wide range of opportunities available. As a result, you gain a wide range of qualifications. Along with the excellent development of your personal qualities, you are extremely well prepared for work or further education. It is clear how well you develop the confidence and self-esteem you need in your future lives. We were glad to have the opportunity to speak to some past students who told us that the school had taught them 'never to give up'.

To improve things even more, we want the school to make better use of the data about your progress to show your parents and carers, governors and the wider community how successful the school is overall.

We know that all of you will try your very best at all times to help the staff to make Shaftesbury even better.

Yours sincerely

Kay Charlton

Lead inspector

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