

The New Rush Hall School

Inspection report

Unique Reference Number	102879
Local Authority	Redbridge
Inspection number	308147
Inspection dates	16–17 January 2008
Reporting inspector	Mike Smith

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	5–16
Gender of pupils	Mixed
Number on roll	
School	56
Appropriate authority	The governing body
Chair	Mr K Robson
Headteacher	Mr J d'Abbro
Date of previous school inspection	14 June 2004
School address	Fencepiece Road Hainault Ilford IG6 2LJ
Telephone number	020 8501 3951
Fax number	020 8500 9309

Age group	5–16
Inspection dates	16–17 January 2008
Inspection number	308147

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

New Rush School provides for pupils who have statements of special educational needs for a range of behavioural, emotional and social difficulties (BESD). A small number of pupils come from other London boroughs as well as Redbridge. Pupils come from a diverse and predominately white British background, with boys significantly outnumbering the girls. Two pupils are looked after by the local authority, and a high percentage of pupils take up their entitlement to free school meals. The school is part of a Federation that includes a range of provisions including a behaviour support outreach team working in a number of primary and secondary schools. In 2005, the school acquired the status of Specialist School for BESD. The school has achieved the Healthy School Award, and the Financial Management Standard Quality Mark as well as a range of other prestigious awards. The school is in the process of developing a multi-agency early years unit to open at the end of January 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding and innovative school where leadership and management promote high quality care and education, and puts pupil achievement at the heart of all decision making. The headteacher, head of school and business manager work very effectively together and have a clear strategic vision for school improvement. Senior managers have clear roles and responsibilities and ensure that consistent practices support the smooth running of the school. This enables all pupils to make the very best of their learning opportunities. Together with a committed and caring staff, senior managers and well-informed governors continue to improve school provision through thorough monitoring and effective self-evaluation procedures. Development planning clearly shows the school has a clear understanding of what needs to be improved and what strategies it needs to employ to achieve success. A parent, reflecting the views of many, wrote, 'An excellent school. My child has improved beyond measure since joining the school four years ago'.

On entry, pupils' attainment is consistently below the national average as a result of poor attendance and the specific barriers to their learning. By the time they leave school they attain broadly average standards. Many pupils achieve age related standards and do very well in their GCSE examinations and other accredited courses. Given their low starting points the achievement and progress of the majority of pupils are outstanding. For the past five years the school has been in the top 5–20% of all schools in relation to the rate of progress pupils make. Pupils develop confidence through their successes, and appreciate being valued by staff and in turn, begin to value themselves. This helps to support their social and behavioural development, and encourages them to manage their own behaviour and learning. Pupils' outstanding progress is due to the excellent relationships, teamwork, curriculum, care, support and guidance and the good teaching they receive for their individual needs. There is an emphasis for all pupils on independent learning, making choices and achieving their individual challenging targets. Pupil assessment and the tracking and analysis of their progress are effective and any underachievement is quickly spotted and addressed. The school is aware of the need to share the very best practice in teaching and learning more effectively across the school, particularly in the areas of assessment and planning.

The curriculum offers a relevant, interesting and challenging range of learning activities that effectively meets the needs of all pupils. Information and communication technology (ICT) very effectively supports pupils' learning and innovative practice and excellent resources enhance access to more diverse and enriching opportunities. The curriculum effectively supports pupils' personal development and visits into the community and visiting specialists very effectively support pupils' learning. Additional learning opportunities arranged outside of school are excellent and greatly contribute to pupils' knowledge and overall achievement. Lunchtime clubs and extended trips enrich pupils' learning and very effectively support their confidence and personal development. There are very strong links with mainstream schools. There are opportunities for pupils to work alongside their mainstream peers whenever it is seen to meet the needs of individual learners. Many pupils aspire and succeed to full-time reintegration to mainstream school. Pupils' spiritual, moral, social and cultural development is excellent. They are encouraged to have positive attitudes and empathy towards others and they learn to take control of their behaviour. Attitudes to learning are excellent and pupils engage very enthusiastically in all activities. Attendance is satisfactory overall, and many pupils across the school make good and outstanding improvements in their attendance and the school does all

it can to encourage and reward improvements. One pupil remarked, 'I never used to attend school, but I love it here and I am learning a lot'. Since the last inspection, the school has continued to improve in all areas at an excellent rate. Curriculum provision has improved and pupils are very clear what they need to do to improve. The Outreach Service works in mainstream schools offering support to teachers and pupils. The team are very well led and managed, and their skills in working with pupils who present challenging behaviour is clearly recognized and appreciated by the schools. Training offered to teachers and schools results in excellent evaluations.

Leadership and management are clearly having a positive impact on the learning provision, which is enabling pupils to achieve and make continued excellent progress. The capacity to continue to improve and develop innovative practices is excellent.

What the school should do to improve further

- Ensure that the very best practice regarding the use of assessment for planning is effectively shared by teachers across the school.

Achievement and standards

Grade: 1

Primary aged pupils make excellent gains in English, mathematics, science and ICT and in their social and interpersonal skills. This continues into the secondary department where pupils' make good to excellent gains in all subjects across the curriculum. There is no significant difference in the achievement of different groups of pupils. Parents are very happy with the progress their children make both personally and academically. A parent said, 'My son has made immense progress since being at this school, both academically and in his personal development'. All pupils achieve a range of relevant accreditation by the time they leave school and they are well prepared to take on the challenges of further education or the world of work. Procedures for assessing and tracking pupils' progress are well established and data is analysed and used to identify where there may be any underachievement.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Excellent relationships and mutual respect between staff and pupils are clearly evident and result in a very positive learning environment. Pupils say they thoroughly enjoy their lessons and the interesting trips that support their learning. One pupil said, 'Lessons are fun and I get lots of help to control my temper'. Pupils are encouraged to think of others and work in the community makes them reflect on the lives of others and consider their own place in society. Pupils relish taking responsibility whenever they are able, for example, being a school council representative. Many pupils make excellent improvements to their attendance and their achievement is suitably celebrated and rewarded. Pupils demonstrate their understanding of their rights and responsibilities in the way in which they increasingly begin to manage their own behaviour and consider resolutions to any difficulties. They know how to keep themselves healthy and safe and understand the importance of regular exercise. Pupils learn useful skills through taking part in enterprise and fund raising events. Older pupils take part in community and work experience placements and learn useful skills that will stand them in good stead when they leave school.

Quality of provision

Teaching and learning

Grade: 2

Pupils thoroughly enjoy their learning because activities are made interesting, fun and they are keen to do well. Excellent relationships enable pupils to gain confidence to do their best in a positive and supportive environment. Teaching and learning are consistently good overall and the excellent teamwork and support for their individual needs, ensures pupils make at least good, if not excellent progress in their learning and in achieving their challenging targets. The management of pupil behaviour is consistently good and is built upon mutual respect and clear expectations. All staff are committed to improving their skills and practice, and welcome the opportunities for support and professional development. The very best practice could be shared more effectively across the school. Some teachers are better than others at using pupil assessment information to set appropriately challenging work for pupils. Learning support assistants make a significant contribution to encouraging pupils' confidence and supporting their progress and achievement. Resources, including information and communication technology, are very effectively used to support pupils' learning and their effort and achievement is celebrated at every opportunity.

Curriculum and other activities

Grade: 1

The curriculum is excellent and pertinent to the needs of all pupils. It is constantly under review to reflect the focus of the school's specialist status and to ensure it continues to meet the ever-changing needs of the pupils. It fully supports pupils' personal development and encourages pupils to become more responsible for managing their own learning and behaviour. Relevant and practical activities provide a motivating context for the development and reinforcement of essential skills and there is an appropriate emphasis on the importance of keeping healthy and undertaking exercise. Importance is given to supporting pupils' additional literacy, numeracy and ICT skills. Pupils particularly enjoy the educational visits, which very effectively support their learning. The personal, health, social and citizenship, curriculum is particularly effective in developing pupils' life skills and their understanding of their place in the community. Work related learning, enterprise projects and work experience opportunities help prepare pupils for when they leave school. In addition, pupils can learn building, plumbing, painting and maintenance skills in specialist workshops. A range of additional activities further enrich pupils' learning, including, gardening, digital authoring, photography, dance and drama. The excellent two-way links and partnerships with mainstream schools offer further valuable opportunities for pupils in all schools to study and learn alongside each other.

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding. The combination of efficient school procedures and practice keeps pupils safe and secure while helping them to acquire the skills of self-management. There are clear measures for safeguarding pupils, which are understood by all staff. Very effective teamwork ensures that there are consistent approaches and support for all pupils and personal respect is emphasised at all times. Pupils receive excellent individual guidance that ensures that they make excellent progress with their personal and academic development. There is very effective partnership with support agencies, which ensures that

the specific needs of pupils are well met. The partnership with parents and the communication between school and home are excellent. A parent wrote, 'I can always contact someone if I have an issue to resolve and I find all the staff to be helpful, good listeners and proactive in their response to any problem'.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher and governors give excellent strategic guidance and encouragement to all staff, and the head of school and business manager ensure that the high quality of practice is consistently maintained. Senior staff are fully committed and effective in fulfilling their responsibilities, ensuring the smooth and positive running of the school. There is a clear focus on continual school improvement for the benefit of pupils. The impact of everyone's work is clearly reflected in the outstanding care, guidance and support for pupils and the excellent progress they make. Through wide and effective consultation and self-evaluation, areas for improvement and strategies for action are clearly identified. There are high expectations made of staff, their work is valued and morale is high. They, in turn, have high expectations of pupils. Parents and pupils appreciate the care and dedication of staff in not 'giving up' and having positive aspirations for them. The school works extremely effectively with external support agencies ensuring that appropriate planning and support are coordinated to support pupils' individual needs. A parent summed up the feelings of many when she said, 'I am very pleased with my son's progress and I feel that finally, he is in a school that understands him and meets his needs. He is motivated to learn, enjoys school and is doing better than ever before. Thank you'.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 January 2008

Dear Pupils

Inspection of The New Rush Hall School, Ilford, IG6 2LJ

Thank you for welcoming me into your school and a special thank you to those school council members who spoke so enthusiastically about their school. I agree with you and your parents: your school is excellent. It supports your needs and ensures that you make the best possible progress in your learning and personal development. The school knows what it has to do to make things even better for you and you can help by working hard towards your individual targets and increasingly taking responsibility for your own learning and behaviour.

I feel that your school has the following strengths.

- All staff care, guide and support you exceptionally well.
- You get on really well with each other and all adults.
- You have positive attitudes and learn to improve your behaviour.
- You really enjoy your lessons and make excellent progress in your learning.
- You really appreciate all the activities on offer.
- You learn useful skills that will help you when you leave school.
- You think of others less fortunate than yourselves.
- There is excellent communication between the school and your home.
- The school ensures that you all learn as well as you can and works extremely well with other people to ensure you receive the support you need.
- The school ensures you get the best resources to support your learning, in particular, resources in information and communication technology.
- Your headteacher, head of school, governors and all staff are always thinking how they can improve the school even further.

I have asked the school to ensure that the very best teaching practice in lessons is shared amongst all staff;

It was a delight seeing such a good school and I wish you all every future success.

Yours faithfully,

Mike Smith

Lead Inspector