

Hillingdon Manor School

Moorcroft Complex, Harlington Road, Hillingdon, Uxbridge UB8 3HD

Inspection dates

20–22 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Sixth form provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders, including governors, have implemented procedures to ensure that the independent school standards are met.
- Leaders have ensured that teaching staff have opportunities to develop their practice. Most staff value the professional development they receive as it raises their awareness of pupils' needs to continually improve pupils' outcomes.
- The quality of teaching and learning is good. Assessment of pupils is improving. Teaching staff and therapists work effectively as a team to ensure that pupils learn and achieve well.
- The sixth-form provision is good. Students receive effective support and guidance to prepare for adult life.
- Most pupils make at least good progress both academically and in their personal development. There is a shared goal among leaders and staff for pupils' achievement, behaviour and welfare. However, some pupils in key stage 4 and sixth-form students do not make enough progress in developing strong English skills across the curriculum.
- The support pupils receive for their physical and emotional well-being is strong. Pupils behave well throughout the school.
- Since the last inspection, significant changes in leadership at every level have caused uncertainty in the leadership of this school. However, this has not had an adverse impact on pupils' education.
- Leadership is not consistently good. Leaders are not managing changes effectively to foster confidence in some parents, carers and staff. Communication with some parents and staff is not strong enough.
- Leaders have recently introduced a vision statement, curriculum and assessment procedures to suit pupils' needs. The school's positive culture is improving but leaders have not embedded assessment procedures fully to enable all pupils to benefit.
- Governors have a fair understanding of the quality of education of this school. The newly formed governing body lacks rigour in holding leaders to account for all school improvements.
- Leaders recognise that the quality of written records does not promote consistently high standards. Although leaders follow up safeguarding referrals made to external agencies, some record-keeping lacks a chronological order of events.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - strengthening the communication with all staff and parents and enabling all parents to fully understand the progress that their children make, particularly in the secondary school
 - monitoring and refining actions to embed the newly introduced assessment system across all key stages
 - ensuring that governors develop a comprehensive understanding of the quality of education at the school by holding leaders to account more stringently for all school improvements
 - fine-tuning administration systems to ensure that the quality of written records maintain the highest possible standards.
- Improve the quality of teaching, learning and assessment so that all pupils make rapid progress across all key stages by developing their English skills, particularly in key stage 4 and in the sixth-form provision.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The effectiveness of leadership and management is not good enough. A high turnover of leaders, particularly in the secondary school has caused uncertainty and unrest among some staff and parents. However, the committed teaching workforce has ensured that this unrest has not prevented pupils at the school from receiving a good level of education.
- Leaders and governors have not consistently supported the school well through a period of difficulty. For some staff, their morale is low. The implementation of new systems, adjustments to the leadership structure and other staff changes have led to instability at the school. Leaders and governors are not promoting changes effectively to instil confidence and trust in some staff and parents.
- Relationships between the school and some parents are not positive. Variability exists in the level of communication parents receive, particularly about the information relating to their children's progress. This lack of information has led to some parents expressing their concern about their children moving from the primary school to the secondary school. Some parents are unsure of the education their children will receive at the secondary school.
- Leaders at all levels are relatively new in post. Some leaders have limited management skills and experience to effectively lead and improve their areas of responsibility. The recently appointed interim headteacher of the secondary school and the primary headteacher have provided some stability during a period of uncertainty. Additionally, a team of dedicated teachers, teaching assistants and therapists work very effectively to ensure that pupils learn and achieve well.
- Leaders have recently introduced a new assessment system to track pupils' progress more effectively. This is to ensure that pupils' needs are catered for and to provide an accurate measure of their academic performance and personal achievements. Staff welcome the use of this new system because they can see its benefits. However, the system is not fully embedded effectively across all key stages.
- Leaders and governors have recently expressed more clarity around the direction for the school. Leaders have always ensured that pupils are the focal point of this school. Leaders have now worked alongside staff to define the aims for pupils to receive a specialist and even better level of education. This is demonstrated in the school's newly formed vision statement which communicates the expectations of the school.
- The newly implemented curriculum aims to cater for pupils' individual needs. The formal curriculum typically enables pupils to access subjects such as English, mathematics, history, science and computer science through a creative 'learning journey'. For example, at key stage 2, the topic of 'gadgets and gizmos' and at secondary level the learning of money and finance provide pupils with interesting learning themes.
- The creative curriculum enables pupils to improve their social skills and personal development. Pupils in the primary school learn to become literate communicators, mathematical thinkers and develop their problem-solving skills. Pupils in the secondary school learn about the world around them, while developing independent and vocational

skills. The curriculum is in its infancy and leaders and governors have not evaluated its impact to refine the school's actions for further improvements.

- Pupils' spiritual, moral, social and cultural development is well promoted. Pupils are well prepared for life in modern Britain. Through learning tasks, assemblies and extra-curricular activities, such as going to the gymnasium, pupils are able to access tasks suitable for their complex needs. Pupils are keen to explore the connections between different faiths and how different cultures contribute to British society, including through music and food.
- Pupils have a secure understanding of diversity, paying particular regard to the protected characteristics. Pupils' discussions and scrutiny of their work confirm this. For example, a group of pupils explained that 'diversity is about recognising and valuing difference, where everyone is respected for who they are.'
- The good-quality teaching remains from the previous inspection. Staff, including trainee teachers, value the professional development and training opportunities made available for them. For example, staff receive training related to first aid, supporting pupils with asthma and positive behaviour for learning. Teaching staff receive useful information from therapists to enhance the learning of pupils who have special educational needs (SEN) and/or disabilities.
- As part of the governing body, the school's head of services works closely with school leaders. Together, they have ensured that all independent standards are met.
- The school is currently operating outside its registration agreement. This is because its registered maximum capacity with the Department for Education is 170 pupils and there are currently 178 pupils on roll. The school census submitted in February 2018 confirms this. Additionally, the information held by the Department for Education does not match the name of the school's proprietor, which is the Outcomes First Group.

Governance

- The newly formed governing body has not ensured that leaders are challenged well enough. Minutes of governing body meetings show that governors receive information about the running of the school. However, they do not hold leaders to account sufficiently well in order to ensure that all aspects of the school's work are of the highest quality.
- Arrangements for reviewing leaders' actions are not robust enough. Governors have not acted on the views of parents and staff effectively to gain a deep and accurate understanding of the school. Some parents and staff do not feel that their opinions are always taken on board.
- Governors are supportive of the recently appointed head of services, who provides strategic direction for the two headteachers of the school. This is starting to provide some stability in these leadership positions.
- Governors ensure that the special educational needs funding is used effectively. Governors recognise that the school's environment, particularly the outside areas of both sites, is in need of enhancement to meet the individual needs of pupils. Governors say that they are committed to improving pupils' outcomes.
- Governors have put in place a number of procedures to ensure that all of the independent school standards are met.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors have ensured that practices to protect children are fit for purpose. Leaders encourage staff to be vigilant and report their concerns, no matter how small.
- The safeguarding policy, published on the school's website is appropriate and takes account of the current government guidance. Leaders have ensured that pre-employment checks on staff suitability and staff training related to child protection are in place. This includes training on the risks associated with radicalisation. Posters displaying photographs of staff members with safeguarding responsibilities are used well around the school. These enable pupils to understand who to go to if they need help or wish to talk to an adult.
- Leaders work closely with parents and external agencies to support pupils and their families. Leaders make referrals to relevant services promptly to ensure that vulnerable pupils are safe from harm. Leaders address actions to ensure that pupils receive the early help they need. Designated safeguarding leaders recognise that written records are not organised efficiently enough to show this.

Quality of teaching, learning and assessment

Good

- Pupils enjoy good-quality teaching throughout the school. This is because skilled teaching assistants and therapists support teachers to ensure that pupils learn and achieve well.
- Teachers plan learning well. Teaching staff and teaching assistants have a secure knowledge of pupils' needs and organise appropriate learning tasks to enhance their learning. Teaching staff are supportive and caring towards pupils and this adds to the effective teaching pupils receive.
- Pupils show a high level of engagement in their learning. Teachers use a range of interesting resources and learning themes which suit pupils' abilities and capture their interests. For example, key stage 2 pupils used various skills to design and construct imaginary 'robots' out of recycled household materials and toy building bricks to make 'radio-controlled cars'.
- Therapists make a strong contribution to the quality of teaching and learning. Specialist input from occupational therapists and psychologists, for example, is valuable in helping pupils to develop and make good progress in relation to their individual needs. For instance, therapists offer strategies to support pupils' motor skills and support teachers in maintaining pupils' engagement during learning activities.
- Staff promote pupils' mathematical development effectively. In key stage 4, pupils used money to develop their mathematical skills. Similarly, pupils in the primary school routinely practise their skills, such as measuring, during activities that are based on everyday life situations.
- The teaching of reading and writing is effective and particularly strong in the primary school. Primary pupils develop good phonics skills, which enable them to tackle unfamiliar words and enjoy their reading. Inspectors saw examples of pupils' good writing, including pieces of work where pupils developed their own ideas of the quirky characteristics of a

fictional robot. Some pupils in key stage 4 do not have enough opportunities to develop strong English skills across the curriculum.

- The introduction of an assessment system is providing an effective tool to track pupils' progress and the development of their personal skills. Staff provide individualised targets for pupils that are broken down into achievable small steps. Pupils, particularly the older ones, are able to understand the purpose of their learning through this assessment procedure. These assessment arrangements are new and have not had time to embed. Leaders acknowledge the need to monitor the system so that all pupils can thrive from its use.
- Parents receive information about how well their children are progressing. However, some parents, particularly in the secondary school, expressed that they would like to be more informed on how their children are doing in relation to the appropriate standards. Additionally, some parents feel they do not have much information about how they can support their children to improve. Inspectors agree that there are inconsistencies in the quality of communication between the school and some parents. During the inspection, leaders agreed to inform parents on the school's homework policy and the need to review communication systems.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Therapists support teaching staff well to ensure pupils' well-being.
- The support pupils receive for their physical and emotional well-being is strong. Professionals provide intervention strategies, including speech and language therapy, to build pupils' self-esteem. Pupils receive support to develop their motor skills and posture and they learn to manage their anxieties. This enables pupils to be more engaged in their learning.
- Pupils learn to be safe through various events and the curriculum. Personal, social, health and economics (PSHE) education raises pupils' awareness of keeping themselves safe, including while using the internet. There are reminders of e-safety through assemblies and leaders have provided internet safety information for parents to support their children at home. Leaders recognise that the work to promote e-safety should continue.
- Pupils say that they feel safe in the school because there are adults that will help them who treat them like 'a second family'. Parents and staff agreed with their opinion, that pupils are safe at the school.
- Pupils are adamant that bullying is not tolerated at this school. Information provided by the school helps pupils to know the different forms that bullying can take, including cyber bullying. Pupils say that if bullying does happen and a teacher finds out, it is dealt with. Pupils are proud of their eye-catching anti-bullying leaflets which are displayed around the school. One of these states: 'If you stop bullying, no sadness, no fear and most of all, we are one.'
- Pupils know how to be successful learners. The school's assessment system enables most pupils to reflect on their outcomes, as they participate in setting their next milestone to achieve. Parents from the primary school commented on the use of reward cards and

'star of the week' which help boost their children's self-esteem. Pupils in the secondary school explained that dancing and performing build their confidence so that they can achieve in other areas of their learning.

Behaviour

- The behaviour of pupils is good.
- Typically, at both the primary and secondary sites, the learning environment is positive. Pupils' work displayed in corridors gives both schools a purposeful appearance, and the buildings are generally tidy. During lessons, most pupils show enthusiasm in their learning and disruption to learning is rare.
- Generally, pupils conduct themselves well during and outside of their lessons. This is better at the primary site as inspectors noticed secondary staff encouraging a few pupils not to use derogatory language. Pupils responded well to teachers' calm and assertive instructions. Most staff who responded to Ofsted's questionnaire agree that pupils' behaviour is managed consistently well at both sites.
- Pupils' attendance is improving. Leaders have ensured that effective procedures are in place to manage pupils' attendance, including the very small number of pupils who attend an alternative provision.
- Leaders are taking appropriate action, including working closely with families, to support the very small number of pupils who are persistently absent. This is having a positive effect on improving the attendance of most of these pupils.

Outcomes for pupils

Good

- Across all key stages, most pupils make at least good progress in a range of subjects, including English and mathematics. Good teaching, effective therapy and ambitious but achievable targets underpin pupils' success.
- Pupils join the school at various times of their education and effective teaching helps them learn well and, where necessary, catch up. Pupils are able to address previous gaps in their learning because teaching is matched to each pupil's level of understanding.
- Most pupils in the primary school make good progress from their starting points in reading, writing and mathematics. This is because engaging learning themes enable pupils to practise a range of skills. Often, pupils develop their literacy skills by writing and talking about how they will plan to make an object or item.
- Pupils achieve well in their reading. This is because pupils read often and the teaching of phonics is effective. Teachers use appropriate strategies to enable pupils to build their confidence in reading. Pupils who were previously non-readers are now successful in their reading abilities.
- Additionally, the majority of key stage 1 and 2 pupils make equally good progress in a range of subjects across the curriculum. Pupils develop essential cooking skills in food technology, construction skills in design technology and they develop an awareness of science during real-life scenarios. For example, a group of pupils in Year 3, 4 and 5 were very keen to find out where chickens come from.

- Most-able pupils make good progress throughout the school. Teachers know pupils well and set challenging targets for these pupils and activities that are well planned to ensure that they achieve well.
- Pupils' attainment in key stage 4 is good. Pupils can take their examinations when they are ready and not necessarily at the end of Year 11. Pupils have the opportunity to take a range of examinations, including entry-level qualifications and GCSEs. In 2017, pupils achieved qualifications in various subjects, including English, mathematics, science, computer science, and design and technology.
- Pupils' progress in the secondary school is generally good. Pupils make improvements in their scientific and handwriting skills because of effective teaching and therapy input that is well matched to their needs. Effective teaching in art and dance enables pupils to grow in confidence and so they make strong progress in these subjects. However, some pupils, particularly in key stage 4, do not make consistently strong progress in English.
- The school's work to develop pupils' personal and social skills through the curriculum is effective and pupils make good progress in this area. Together with their academic achievements, pupils are well prepared for the next stage of their education or employment. Year 6 pupils have the opportunity to learn at the secondary site to ensure that the transition from primary to secondary is smooth.
- Pupils told inspectors that they 'couldn't get a better education' than the one provided at Hillingdon Manor School.

Sixth form provision

Good

- The sixth-form provision is effective. Almost all students transfer from key stage 4 into the sixth form. The focus is for students to achieve the strong academic and personal skills required for moving on to the next stage of their lives. The provision supports the development of students' life skills well as they learn to shop, prepare and cook food, and undertake travel training.
- Effective careers guidance and work-related learning help prepare students for the world or work. Students have the opportunity to develop skills in painting, decorating and horticulture. Similarly, students can carry out work experience in various settings, such as retail work, farming and education, according to their needs and ambition. Some parents expressed their delight in the way their children are supported for adult life.
- Generally, students in the sixth form conduct themselves well around the school and during learning times. The provision promotes students' independent and personal skills by setting realistic social and emotional targets and assigning therapy services appropriate for students' needs. For instance, the use of drama therapy to develop students' communication or using music to promote relaxation.
- Teaching in the sixth form is generally strong. Students in the sixth-form provision benefit from the similar positive learning experiences as the rest of the pupils at the school. Teachers know students' individual needs and organise suitable activities. For example, the teaching of dance offers the right level of motivation and challenge so that students achieve extremely well.
- The provision is managed adequately to prepare students for life after Hillingdon Manor School. The school's information on students' destinations demonstrates this. In 2016 and

2017, most students progressed on to higher education courses, such as sports, computer technology and art. Additionally, a very small number of students have secured employment positions.

- Students make at least good progress in their vocational studies. These practical courses attract students' interests, including money and finance. Students in the sixth form make gains in their academic studies. They have opportunities to gain qualifications suited to their abilities, including in English, mathematics, science and computer science. Students' work shows that some do not receive enough opportunities and support to strengthen their literacy skills across the curriculum.

School details

Unique reference number	131940
DfE registration number	312/6063
Inspection number	10041397

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Independent special day school
School category	Independent special school
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	178
Of which, number on roll in sixth form	46
Number of part-time pupils	0
Proprietor	Outcomes First Group
Chair	Mr Graham Baker
Headteachers	Mrs Louise Tully-Middleton (secondary) Mr Ciaran Walsh (primary)
Annual fees (day pupils)	£42,500
Telephone number	01895 813679
Website	www.hilliingtonmanorschool.org.uk
Email address	enquiries@hmschool.org.uk
Date of previous inspection	3–5 March 2015

Information about this school

- Hillingdon Manor School is an independent special day school for pupils with autism spectrum disorder, catering for up to 170 boys and girls aged three to 19 years.

- At the time of inspection, there were 178 pupils on roll aged five to 19 years, eight more than the school's maximum registered capacity. There were no children in the early years provision.
- All pupils have statements of special educational needs or an education, health and care plan. Currently, 18 local authorities fund pupils' placements.
- The school received pupil premium funding for a very small number of pupils this academic year.
- The school is on two sites in the London Borough of Hillingdon. Yiewsley Grange, situated at High Street, Yiewsley UB7 7QP is the school's primary site located about two miles from the main secondary site.
- A very small number of sixth-form students attend the alternative provider, Brookland College.
- Off-site training is made available to older pupils and includes sports training at Abbotsfield School, motor vehicle maintenance sessions at Youth Skills Development Team's 'Gearz Project' and physical education at Uxbridge Leisure Centre.
- The school's last full inspection took place in March 2015, when its overall effectiveness was judged to be good.
- Since the last inspection in March 2015, two inspections have taken place that resulted in a published report. An emergency inspection took place on 13 January 2017, focused on safeguarding, staff deployment, risk assessments and the safety of pupils. An unannounced monitoring inspection took place on 4 October 2017. The purpose of this inspection was to check the progress the school has made in meeting the independent standards and other requirements that were judged not to be met at the previous emergency inspection.
- The senior leadership of the school has changed since the October 2017 inspection. The secondary headteacher who joined the school in July 2017 left in December 2017. The school appointed an interim headteacher of the secondary site in January 2018. The primary headteacher commenced his post in September 2017 after leading the school as an assistant headteacher. A new deputy headteacher joined the school on 19 February 2018. A new substantive headteacher has been appointed and is due to join the school at the start of the summer term 2018.
- The school's governing body has been operating from April 2017. The chair of the governing body is also the chief executive officer for the Outcomes First Group.
- Contrary to the information held by the Department for Education, the school's proprietor is the Outcomes First Group.

Information about this inspection

- Inspectors conducted a range of activities to check compliance with the independent school standards, including scrutinising school policies, safeguarding procedures, curriculum plans and touring the premises on both sites.
- Inspectors examined a range of documentation provided by the school, including pupils' assessment information, attendance records, the school's self-evaluation and minutes from governing body meetings.
- Inspectors made visits to lessons in all year groups at the primary site and all key stages at the secondary site. All of these visits were made jointly with leaders. Pupils' work in books and files from different year groups was analysed.
- Inspectors observed activities outside normal lessons, including pupils conducting travel training. Inspectors met formally with two groups of pupils.
- Inspectors held meetings with the head of services, a representative of the governing body, the headteachers of both sites, senior leaders and middle leaders. Inspectors also met with staff, including newly qualified teachers, trainee teachers, teaching assistants and therapists.
- The lead inspector held telephone conversations with the chair of the governing body, the local authority's designated officer and the local authority special educational needs adviser for the London Borough of Harrow. Inspectors spoke to a few parents on the telephone to find out their views of the school.
- Inspectors took account of 25 parental views expressed through Ofsted's online survey, Parent View, and 17 free-text responses. Inspectors considered two telephone calls received by Ofsted from parents and a parental survey conducted by the school.
- Inspectors considered the 80 staff questionnaires returned during the inspection. There were no responses to Ofsted's pupil survey. Inspectors took account of a recent pupil survey conducted by the school.

Inspection team

Rosemarie McCarthy, lead inspector	Ofsted Inspector
Karen Matthews	Ofsted Inspector

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