

Haywood Engineering College

Inspection report

Unique Reference Number	124440
Local authority	Stoke-On-Trent
Inspection number	395122
Inspection dates	28–29 February 2012
Lead inspector	Bernard Campbell HMI

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,070
Appropriate authority	The governing body
Chair	David Johnson
Headteacher	David Dickinson
Date of previous school inspection	May 2007
School address	High Lane Burslem Stoke-on-Trent ST6 7AB
Telephone number	01782 853535
Fax number	01782 853537
Email address	haywood@sgfl.org.uk



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Introduction

Inspection team

Bernard Campbell
Clarice Nelson-Rowe
Mark Shenton
Pamela Hemphill

Her Majesty's Inspector
Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Thirty nine lessons were observed and 39 teachers seen. Meetings were held with groups of students, staff, and members of the governing body. Inspectors observed the school's work and scrutinised the school's plans, records, analysis of data and self-evaluation. Inspectors took account of 580 parental questionnaires, 106 staff questionnaires and 150 pupil questionnaires. No responses were available from the on-line questionnaire (Parent View).

Information about the school

The college is an average-sized secondary school. Many refurbished areas of the college have been opened during the current school year and the building work will be completed in June 2012 with the opening of a new sports hall. The proportion of students known to be eligible for free school meals is above average. The proportion of students from minority ethnic groups is average. The proportion of students who have special needs and who are being supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well above average. The college meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. In 2011, the college gained a gold award for Cultural Diversity to add to their International Schools and Artsmark gold awards. The Investors in People and Health Schools awards have been held for the past 12 years.

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	3
Achievement of pupils	3
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a satisfactory school with a number of strengths. It is not a good school because achievement is satisfactory.
- On past measures, the progress made by students was consistently good when compared with similar schools. On present measures, achievement is satisfactory because students do not make better than average progress from their level of attainment at Key Stage 2. The progress students make in English is close to the average but it is below average in mathematics. Attainment is broadly average on some measures, but the proportion gaining five GCSEs at grades A* to C, including English and mathematics, is below average.
- Good teaching has successfully led to relatively good progress but has not been focussed on the school’s new targets for long enough to accelerate progress further. The quality of teaching promotes good attitudes to learning. In the small minority of lessons that are satisfactory, objectives are not sharp enough and planning does not precisely meet the range of students’ needs in the class.
- Good behaviour and attendance contribute well to students’ learning and progress. Any disruption in lessons is only occasional. Exclusions are below average and attendance is above average. Students feel safe and levels of bullying are low and reducing.
- The school has effective systems in place to bring about improvements in teaching and to monitor them through lesson observations and regular reviews targeted at specific aspects of teaching and learning. Performance management reviews are carried out thoroughly, are linked to professional standards, and influence judgements on pay progression. On occasion, the impact of initiatives is not evaluated with sufficient clarity. Leaders and staff work effectively to promote students’ good spiritual, moral, social and cultural development which has resulted in a positive climate for learning. The good capacity to improve is demonstrated in improving attainment, the consistent success in making better progress than similar schools, good and improved attendance and reduced

exclusions. The school has changed gear by setting higher targets for achievement and is well placed to meet the challenge to accelerate rates of progress.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Further increase attainment and progress, especially in mathematics and English by:
 - meeting the school's higher targets for students to make three, or more, levels of progress, especially in mathematics and English
 - using assessment more consistently, and planning more precisely, to meet the needs of different groups of students
 - increasing opportunities for students to learn independently
 - further improving students' literacy skills.
- Strengthening the use of evaluation to identify the impact of particular initiatives.

Main Report

Achievement of pupils

Students enter the school with attainment that is below average and they leave with attainment that is broadly average. However, the proportion gaining five GCSEs at grades A*-C, including English and mathematics, is below average.

In 2011 there was a dip in the progress made in GCSE English and mathematics. Some students who achieved a grade C in early entry GCSE examinations did not re-enter to get a higher result. The school recognised this problem and has tackled it effectively. This year, students are being re-entered in mathematics, and additional provision has been made to ensure that more-able students achieve the higher GCSE grades. School assessment and the results of early entry indicate that higher ability students are making improved progress in mathematics. Rates of progress are on track to return to the previous levels in English. Students make better progress in English than mathematics. However, students with weaker literacy skills make less progress than others. Weaker performance in history, technology and one science course have been effectively tackled by changes to the curriculum and predicted outcomes are higher for these subjects in 2012.

Learning in the majority of lessons is good. Students are willing to work and they participate well in activities. They are prepared to voice their ideas and to listen and learn from each other. They value the feedback they receive from teachers which enables them to focus on what they need to do to improve. They respond well to opportunities to reflect on moral and social issues. Disabled students and those who have special educational needs respond well in effective lessons when well-designed short tasks are conducted at a good pace. On a few occasions, some weaker

students become restless and lack concentration when the lesson is not pitched accurately to meet their needs, or if the teacher talks for too long and they do not have enough opportunity to work independently. Most parents and carers believe that their child is making good progress, is developing their skills in reading and writing, and is having their particular needs met. The inspection found that students' progress is relatively good in relation to similar schools but is satisfactory when compared with national averages.

Quality of teaching

The large majority of teaching is good, a small minority is satisfactory and a smaller proportion is outstanding. Strong and trusting relationships consistently create a calm and purposeful working atmosphere where there is an enthusiasm for learning and a respect for all. In the most effective lessons, students have access to a wide range of exciting resources and they learn specific skills through well-paced and sequenced activities. Teachers' plans reflect on the progress made in the previous lesson and identify how to meet the different needs within the class. Objectives specify clear success criteria, explanations are clear and students know exactly what is expected. Teachers lead whole-class discussions well to review learning at different points of the lesson and to reinforce subject literacy. Questioning is used effectively in a wide range of subjects to encourage high level reflection on issues such as, the mathematics of artistic design, bereavement, the deadly sins, prejudice in the USA, and the merits of nano-technology. As a result, students' spiritual, moral, social and cultural awareness is developed well.

Most parents and carers are of the same view that students are taught well. Pupils say they enjoy lessons and that they have a voice in influencing how they are taught. Homework is also used well to consolidate their learning. The whole-school marking system systematically provides written feedback on the strengths and weaknesses of students' work and on what they need to do to improve. Where teaching was less effective, objectives were unclear and not used effectively to reinforce or assess learning. Planning for the needs of identified groups was sometimes weaker leading to students' slower progress. Opportunities were occasionally missed for students to work more independently.

Behaviour and safety of pupils

Behaviour was judged as good or better in most lessons, in line with the survey results from parents, carers and students. This contributes well to the flow of learning in most lessons. Disruptive incidents seldom occur. Behaviour around the school is consistently orderly and students are polite and helpful. Students show respect and courtesy to staff and to each other. These positive attitudes also contribute to good safety around the school and in lessons. Students, their parents and carers, and staff agree that students are safe in school.

The incidence of bullying and racist incidents is low and reducing. Bullying allegations are followed-up and recorded well. Anti-bullying work is supported effectively within the mixed-age tutorial groups, which enables older students to support younger ones. The dangers of cyber-bullying are highlighted strongly in lessons and around the school. Use of and access to the school network is monitored closely, for

instance, by picking up any racist or extremist language. The school has an active and positive approach to tackling homophobic behaviour.

Dedicated provision for potentially vulnerable students, such as the nurture group, has improved attendance and behaviour. Well-targeted support for those students and their families whose circumstances may make them vulnerable, includes early intervention in collaboration with primary schools, and is supported by strong multi-agency and team working. These strategies have led to a reduction in persistent absence and both internal and external exclusion. Rates of inclusion of students known to be eligible for free school meals, those who are disabled and those who have special educational needs are better than average. The recently introduced 'learner passports' provide good information about the learning needs of students with behavioural problems, but they are not always used effectively by teachers to meet students' identified needs. Attendance has improved over time and is consistently above the national average. Punctuality is monitored well and the incidence of lateness is low and reducing.

Leadership and management

The headteacher communicates strong direction and pursues an inclusive vision for the school. The school motto of 'equally different and equally likely to succeed' is demonstrated by the fact that no groups underachieve, students potentially more vulnerable to disaffection are included well and students' spiritual, moral, social and cultural development is good. Leaders have created a positive climate for learning and students are prepared well for the next stage of learning. A high proportion of students continue in education, training or employment.

Senior leaders have effective systems in place to evaluate the improvements in teaching through lesson observations and regular reviews targeted at specific aspects of teaching and learning. Extensive programmes of professional development are tailored to individually identified needs. Teaching workshops are run by staff with good expertise in aspects of teaching.

Middle leaders play a strong role in monitoring teaching and learning in their subject area, which teachers report as rigorous and supportive. Middle leaders meet regularly with senior leaders to review and improve the progress of students. School self-evaluation is accurate and leads to well-planned actions. Data is analysed thoroughly. Staff demonstrate a strong commitment to make further improvements. All staff in the survey said they were proud of the school and most expressed strong confidence in its leadership and management.

The engineering specialism is used well to promote the functional use of mathematical and scientific skills through cross-curricular projects. A wide range of options at Key Stage 4 are adjusted to meet students' needs and preferences. This results in almost all students gaining five GCSEs at grades A* to G and contributes to the steady increase in the proportion gaining five GCSEs at A* to C grades. The introduction of mixed-age tutor groups was successfully managed and enables students to take greater responsibility for each other. The wide range of extra-curricular activities contributes well to the positive experiences students have at school.

The governing body is well informed about the school, understands its strengths and weaknesses and is proactive in questioning aspects of school improvement. Members regularly receive reports from middle as well as senior leaders. Students from the wide range of school council committees make a distinctive contribution through their regular reports to the governing body.

Parents and carers have strong confidence in the school. The school successfully engages with a wide range of parents and carers, including the hard-to reach, to improve behaviour and attendance and students' engagement in learning. The school's arrangements for safeguarding meet statutory requirements and give no cause for concern.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



1 March 2012

Dear Students

Inspection of Haywood Engineering College, Stoke-on-Trent, ST6 7AB

Thank you for being so welcoming when we came to inspect your school. We enjoyed talking with you, looking at your work and watching you learn. We judged that this is a satisfactory school with a number of strengths. In the questionnaire that you completed almost all of you said that the school helps you to do well; we agree with you, but we think you can do even better.

These were some of the main things we found in our inspection.

- Attainment is broadly average though the proportion gaining five GCSEs at grades A*-C, including English and mathematics is below average.
- Although students make good progress when compared with similar schools, achievement is only satisfactory because you make the same progress as students make nationally.
- Students have not made as much progress in mathematics as in English.
- In your questionnaires most of you said teaching is good and you learn a lot. We agree with you, but we think a few aspects of teaching can be improved.
- In your comments most of you said that behaviour is good, bullying is dealt with well and you feel safe. We agree with you. Your attendance is good too.
- Leaders have created a good climate for learning in the school and are working hard to improve the school further.

To help the school to improve, we have said that senior leaders should:

- further increase your attainment and progress, especially in mathematics and English by: helping to reach your higher targets; better meeting the needs of different groups of students; improving literacy skills; and giving you more opportunities to learn independently.

I hope you continue to do your best, especially in mathematics and English, and that you all work hard to achieve your potential.

Yours sincerely

Bernard Campbell
Her Majesty's Inspector

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