

Hayes School

Inspection report

Unique Reference Number	101673
Local Authority	Bromley
Inspection number	364569
Inspection dates	2–3 March 2011
Reporting inspector	Samantha Morgan-Price HMI

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

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1624
Of which, number on roll in the sixth form	440
Appropriate authority	The governing body
Chair	Ms L Jeffreys
Headteacher	Mr Kieran J Osborne
Date of previous school inspection	31 January 2007
School address	West Common Road Hayes Bromley BR2 7DB
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. The number of lessons observed was 52; the number of teachers seen was 51. Meetings were held with groups of students, governors and staff. Inspectors observed the school's work, and looked at the school's development plan and self-evaluation, lesson observation information, governing body minutes, curriculum information and school monitoring records. Inspectors scrutinised 800 parents and carers questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement, teaching and assessment of middle-ability girls and more able students at both key stages to determine whether teaching is addressing their needs and enabling them to make the required progress expected of them.
- The effectiveness of subject leaders in improving students' achievement in a few subjects with weaker achievement.
- The effectiveness of care, guidance and support for all students especially the more able.

Information about the school

Hayes is a larger-than-average sized school, serving students from the local area. Most students are White British with very few from other heritages. The proportion of students known to be eligible for free school meals is low, as is the proportion of students with special educational needs and/or disabilities. The school opened a special needs unit for speech and language in September 2010 which is at present supporting five students with complex needs. The school holds specialist college status in media arts and mathematics and information communication technology.

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

Outstanding leadership, care, guidance and support and an exemplary curriculum have enabled students at Hayes to achieve outstanding outcomes. Hayes is an extremely caring school. The headteacher's vision of providing students with the best education has been embedded extremely well and the school's motto of 'Excellence Through Endeavour' is shared and supported by all staff. He is ably supported by senior leaders and a governing body who have taken the school from strength to strength. One parent said, 'I would like to comment on how wonderful a school I have found Hayes to be. ♦ I had been concerned about the transition from primary to secondary school but Hayes staff did everything in their power to make the transition stress free.' Students state they are extremely safe at school. The school's systems to support students are exceptional and start before students leave their primary school. There are highly effective support systems for students who enter the school at times other than September. Students in the speech and language unit are supported extremely well. Insightful analysis and highly effective partnerships have contributed well to the school improving students' behaviour and attendance. Attendance was average at the last inspection, it is now above average and rising.

The curriculum has been extremely well devised and provides excellent opportunities for students. The specialist subjects make a highly effective contribution to this. The school caters well for some students' individual needs. For example, the school has worked hard to provide individual programmes for students who have been absent from school for significant proportions of time. Students welcome the extensive extra-curricular activities provided by the school which have contributed extremely well to improving their cultural awareness particularly in areas such as the media arts. This provision, especially mathematics and information and communication technology, also contributes well to students developing outstanding workplace skills. Students' behaviour, including those in the sixth form, is exemplary and students make an excellent contribution to the school and the local community. For example younger students are supported in tutorial and personal, social and health education lessons by older students. Sixth form students organise entertainment events for other year groups and develop and lead extra-curricular clubs in the school's specialist subjects of media arts, mathematics and information and communication technology.

Teaching is enabling students to make good progress. Students with special educational needs and/or disabilities make good progress in their learning and are well supported in lessons. In the stronger lessons, students are challenged to do well and learn quickly. Teachers paced lessons well and encouraged students to contribute to their learning. Students were given opportunities to self-evaluate what they had learnt and whether there were aspects of the lessons that they needed to review. In these lessons teachers asked probing questions where students were tasked with resolving complex problems,

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this challenged the more-able students to do well. In these lessons teachers effectively assessed how well students were learning and pitched the level of the lessons well. Not all lessons enabled students to acquire such high levels of learning and effectively challenge the more able. Some marking seen was of a high quality that clearly demonstrated what students needed to do to improve their performance. However, marking is not consistently undertaken well in all subjects and across the school so that students know what to do to achieve their next steps of learning.

Since the last inspection leaders and managers have not stood still. Outcomes for students have improved year on year and the improvements to the curriculum have been highly effective. The performance of the few weaker subjects is showing good improvement in 2011. The school has successfully addressed the underachievement of middle-ability girls and knows what needs to be done to improve outcomes further for more-able students. The proportion of outstanding lessons is rising and the extremely effective innovations, such as the introduction of 'learning communities' and the work of professional 'trios', are enabling teachers to critically evaluate their teaching practice well. The school's accurate, critical self-evaluation and development plan has been pivotal to its continued success. Parents and carers are engaged in the school's work extremely well and their views make an effective contribution to influencing the school's strategic direction. For example, parents and carers have been involved in the school provision for students with special educational needs and/or disabilities and reviewing the school's effectiveness on its 'every child matters' agenda. The relentless work of the caring headteacher has resulted in a cohesive senior leadership team that is always focused on making further improvements to students' lives at Hayes. The school demonstrates an outstanding capacity to improve.

What does the school need to do to improve further?

- Increase the proportion of outstanding lessons so that the needs of more-able students are consistently addressed by September 2012 by:
 - improving the assessment teachers undertake in lessons to identify how well students are learning
 - improving the quality of some marked work so that it is consistently high across the school.

Outcomes for individuals and groups of pupils

1

Students enter the school with levels of attainment which are above average. They make good progress in their learning to achieve high attainment in their GCSEs. Middle-ability girls progress as well as their peers and the outstanding support given to students with special educational needs and/or disabilities enables them to make good progress particularly those in the speech and language unit. The progress that more-able students are making is improving. Students are given good opportunities in lessons to self-evaluate their own learning. In some lessons students were able to make effective contributions to their learning and that of their peers. For example, students were placed in teams and supported each other well to improve their work. Good examples were seen where students had opportunities to discuss their learning with others.

Students understand how to adopt healthy lifestyles well and are using the extra-curricular sporting activities to contribute to this. Despite this awareness, a few are not always

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adopting healthy lifestyles, especially in relation to their own diets. Through activities such as the debating society and public speaking events students are able to develop their oracy skills. Students also take up the many opportunities to improve their financial management skills and interview skills and the school's use of guest speakers contribute well to this.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers plan effectively and are using information and communication technology well to support their lessons. There is some good use of teaching assistants that contribute well to students' learning especially for those with special educational needs and/or disabilities. In the stronger lessons teachers assessed the progress of students well and quickly identified how much students had learnt. In these lessons students were moved on quickly in their learning. In a few lessons teachers directed students in a large proportion of the lesson which inhibited them from working independently.

The curriculum changes in response to students' needs. The curriculum is imaginative at Key Stage 3 and the new programme of 'Philosophy for Children' is providing Year 7 students with good opportunities to undertake deep reflection on their experiences and topic work, and develop the skills of analysis and evaluation. The school has increased the provision of modern foreign languages for Years 7 to 9 and there are good opportunities for students to undertake GCSE programmes in Year 9. The transition/nurture group in

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Year 7 is enabling more vulnerable students to settle well into life at Hayes. The school has also developed its options pathways in Key Stage 4. The partnerships that have been developed through the school's specialisms provide students with good opportunities to work with local schools and community groups.

Parents and students speak extremely highly of the wealth of support available at the school. One more-able student remarked, 'I had a problem that started out of school, but by asking for the school's help, the pastoral team were able to help me resolve it.' The highly effective care, guidance and support are helping the most able as well as more vulnerable students. The systems in place to address attendance are bringing about good improvement and data show that attendance is set to rise again in 2011. Liaison with parents and carers to support their child's well-being is excellent and the school works well with external partners to provide appropriate and timely support for the students when required. There is very good support for students to enable them to make informed decisions regarding their GCSE and post-16 choices.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The development of the senior and middle leadership team has enabled the headteacher to address the key priorities of the school. Middle and senior leaders are extremely well supported to improve in their roles. There are many opportunities for leaders and aspirant leaders to develop professionally, including working in a cluster group of leaders within the borough to evaluate their effectiveness. The school uses data extremely well to scrutinise students' performance. The work of leaders to develop the school's specialisms has been highly effective. Members of the governing body are linked to senior leaders and provide highly effective scrutiny of their performance. The members of the governing body are extremely knowledgeable about the school's work and make a highly effectively contribution to developing the strategic priorities of the school. The school promotes equality of opportunity and tackles discrimination well. The attention to 'closing the gap' is making a difference to the more-able students, although the school recognises that not all actions taken have been fully realised. The school safeguards the well-being of students well. Through the contribution of extensive partnerships, leaders and managers demonstrate a good promotion of community cohesion. The school community is extremely harmonious. Leaders and governors recognise that their contribution can be further improved by undertaking more incisive analysis of the impact of this work.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Sixth form

The school have taken highly effective steps to improve students' outcomes especially in AS subjects. The majority of students' progress from the school's Year 11, although some students come from other schools within and outside of the borough. Students enter the sixth form with high levels of attainment; they make outstanding progress to achieve high levels in their AS and A levels. The proportions of high grades that students achieve in their AS and A levels are significantly above national averages. Students enjoy attending the sixth form, and take up roles and responsibilities that make an excellent contribution to the school. For example, some students deliver the 'Philosophy for Children' programme for Year 7 students and take assemblies on appropriate topics. Teaching in the sixth form enables students to work independently and to develop their skills of research. Teachers' use of challenging and probing questions assesses students' understanding well. Teachers demonstrate secure subject knowledge and use a range of activities to progress students' learning. The curriculum is highly flexible to enable students to take a good combination of academic and vocational subjects. Leaders have been responsive to the needs of students in expanding the curriculum, for example GCSE Italian was recently introduced as a result of students' requests. There is a high level of participation in enrichment activities. Guidance provided by students entering the sixth form is excellent and most secure their first choices of subjects. The support students receive to apply for higher education is equally exceptional as a large amount of individual student support is provided to enable them to effectively prepare their application profiles. Leaders and managers have strengthened many extremely effective systems to bring about improvements in student outcomes, attendance and improve retention from AS to A level. This has been achieved by rigorous strategic planning, highly critical self-evaluation and ambitious target setting.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	1
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

There was a very high return of parent and carer questionnaires. Parents and carers are wholeheartedly in agreement to most of the questions Ofsted asked them including: their child enjoying school; the school keeps their child safe; and, that the school is led and managed effectively. A few parents and carers did not feel that the school helps their child to have a healthy lifestyle. Inspectors did find that not all students were taking up the opportunities to maintain a healthy lifestyle. Overall, students are good at adopting healthy lifestyles. A few parents and carers also stated that the school did not take account of their suggestions or concerns. Inspectors found no evidence of this; the school takes into account the views of parents extremely well. The overwhelming majority of parents and carers were happy with their child's experience at school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hayes 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 800 completed questionnaires by the end of the on-site inspection. In total, there are 1624 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	347	43	431	54	18	2	2	0
The school keeps my child safe	389	49	405	51	5	1	0	0
My school informs me about my child's progress	358	45	398	50	36	5	2	0
My child is making enough progress at this school	341	43	415	52	34	4	1	0
The teaching is good at this school	309	39	468	59	15	2	0	0
The school helps me to support my child's learning	260	33	469	59	54	7	2	0
The school helps my child to have a healthy lifestyle	230	29	492	62	64	8	1	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)	308	39	425	53	29	4	0	0
The school meets my child's particular needs	302	38	449	56	24	3	4	1
The school deals effectively with unacceptable behaviour	332	42	405	51	31	4	2	0
The school takes account of my suggestions and concerns	225	28	468	59	62	8	2	0
The school is led and managed effectively	448	56	334	42	11	1	1	0
Overall, I am happy with my child's experience at this school	444	56	335	42	16	2	2	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



4 March 2011

Dear Students

Inspection of Hayes School, Bromley BR2 7DB

Thank you for welcoming the inspection team to your school. What an outstanding school! We enjoyed talking to you and finding out about all the things you do.

These are the main findings of the inspection team.

- Your school is a very special place where everyone is valued and given exceptional care, guidance and support to make good progress and achieve outstanding outcomes. The excellent curriculum contributes well to this. Students in the sixth form make outstanding progress to achieve outstanding outcomes.
- You greatly enjoy coming to school, your behaviour is outstanding and your attendance is above average. You say you feel exceptionally safe in school.
- You develop excellent skills to prepare you for life after school.
- You make excellent contributions to the life of the school and the local community through the various things you undertake, particularly your work in supporting each other and through the media arts and mathematics and information and communication technology specialist subjects.

Your headteacher and the senior management leaders do an outstanding job in improving your outcomes and the opportunities you have to participate in extra-curricular activities. The members of the school's governing body are excellent in supporting the school. They have clear plans to improve the school even more. They intend to ensure that all students make outstanding progress by increasing the number of outstanding lessons. We have asked them to do this by:

- ensuring that teachers thoroughly assess your performance in the classroom so that they know how to challenge you well
- ensuring that the quality of all marked work is up to the level of the best.

I hope that you continue to enjoy your time at the school and continue to do exceptionally well. You can help the school by continuing to attend well and contributing to your lessons.

Best wishes for the future.

Yours sincerely

Samantha Morgan-Price
Her Majesty's Inspector

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