

Haywood Academy

High Lane, Stoke-on-Trent, Staffordshire, ST6 7AB

Inspection dates 15–16 January 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- From very low starting points all students achieve well. In the last two years students have achieved average standards in mathematics and well-above average attainment in English. Achievement is improving rapidly in many other subjects.
- Teaching is consistently good with some which is outstanding. This leads to very positive attitudes to learning with students and staff working as a team.
- The emphasis the academy puts on reading is exemplary. All students in Years 7 to 10 read daily for up to 35 minutes in tutorial time. This is driving up standards of literacy.
- The academy works hard to raise students' aspirations by celebrating success and developing innovative and strong links with the community, local business and primary schools.
- Behaviour is good across the school. Students enjoy being in school and appreciate the efforts made for them. Students are consulted about many aspects of school life.
- The school takes excellent care of all students providing additional support wherever necessary. Safeguarding arrangements are strong. Parents have confidence in the academy.
- All aspects of leadership and management, including governance, are effective. The continual focus on improving teaching and learning through coaching, mentoring and sharing good practice is leading to better achievement for all students. As a result, the academy is rapidly improving.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching. Sometimes all students in the class are doing the same tasks, whatever their level of ability so that some make slower progress.
- Sometimes teachers do not make totally clear what the purpose of each lesson is and what students are expected to learn.

Information about this inspection

- Four inspectors observed 46 lessons taught by 44 teachers, four of which were joint observations with members of the senior leadership team.
- Inspectors spoke to students in lessons and more formally in three discussion groups.
- The inspectors held meetings with senior and middle leaders, members of the governing body and a representative of the local authority.
- Inspectors took account of the 31 responses to Parent View, the on-line questionnaire, and the responses of a large number of parents in recent school questionnaires conducted at parent consultation evenings.
- The views of staff were gained from discussions with teachers and teaching assistants and a scrutiny of the 83 responses to the staff questionnaire.
- Inspectors looked at a wide range of documentation including the Academy’s examination results, data on current progress, attendance and behaviour records, improvement planning, safeguarding documents, minutes of governors’ meetings, performance management systems and information about how the academy spends pupil premium funding.

Inspection team

Judith Straw, Lead inspector	Additional Inspector
Barbara Dutton	Additional Inspector
Elizabeth Haddock	Additional Inspector
Peter McKay	Additional Inspector

Full report

Information about this school

- Haywood Academy converted to become an academy school on 1 September 2012. When its predecessor school, Haywood Engineering College, was last inspected by Ofsted, it was judged to be satisfactory. In September 2013, the Academy joined the Schools' Co-operative Society and became a co-operative academy.
- The school is slightly larger than the average secondary school.
- The large majority of students come from White British backgrounds with a slightly smaller than average proportion coming from minority ethnic backgrounds. The proportion of students who speak English as an additional language is just above average.
- The proportion of students known to be eligible for the pupil premium is high. Pupil premium is additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of personnel in the armed forces and is used to improve the outcomes for these students.
- The proportions of disabled students and those who have special educational needs at school action and at school action plus or with a statement of special educational needs are well above average.
- A small number of students in Years 10 and 11 attend alternative courses at Stoke-on-Trent College and other providers overseen by the local authority. These are Sporting Stars, Round One, Unity Education and Equality.
- The academy meets the current government floor standards, which are the minimum levels expected for attainment and progress.
- A new headteacher was appointed in April 2013. Previously, a deputy headteacher had been acting headteacher.
- The headteacher is executive headteacher of a nearby primary school. The academy is also supporting another local school in helping it to improve.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making sure teachers plan for the learning of all students, whatever their starting points and abilities
 - consistently making explicit what knowledge, skills and understanding each student needs to develop in every lesson.

Inspection judgements

The achievement of pupils is good

- Students achieve well and standards are rising rapidly. Students start school with significantly lower attainment than indicated by national figures and make good progress so that the proportion achieving five or more good passes at GCSE including English and mathematics is rising rapidly and is average. It is set to rise further in 2014 because the academy already has some early entry results which show this.
- Students achieve especially well in English where standards are above average. Standards have been lower in mathematics and achievement not as strong but, in the short time that the academy has existed, real progress has been made so that students are on track to reach above average standards in mathematics this year. Students' rates of progress in English are well above expectations. Progress in mathematics has been slower but is rapidly catching up. Overall, across all subjects, the progress of students in 2012/13 put them in the top 30% of schools.
- It is the academy's practice to enter all students early for GCSE in mathematics and English in order to boost their confidence and give them early practice in managing the stress of examinations. Even if students achieve a grade C or better, they continue to study mathematics and English and are set higher targets for the next examination session. Better results for both the most and the least able students show that this is proving to be beneficial.
- Standards across many subjects are rising. The academy appeared to do very well in science in 2012 but this was because only a few of the most able students followed GCSE science courses with the rest following BTEC courses. Standards may appear to have dropped, but many more students are now following GCSE science rather than vocational courses and results are gradually improving.
- Target-setting is ambitious and sets high expectations for students. In 2013, over half of all Year 11 students achieved at least one A* or A grade at GCSE and over a third gained three or more.
- Higher-ability students achieve well with most of them gaining A* and A grades at GCSE in line with their predictions. The academy has made links with several universities in order to give the most able students opportunities to find out about future options and to support them in making choices about A and AS levels.
- Disabled students and those with special educational needs achieve well alongside their peers. Most achieve at least some passes at GCSE level or vocational qualifications so that virtually every student goes on to further education, training or employment.
- Students known to be entitled to receive additional pupil premium support make good progress which is faster than similar pupils across the country. However, in school, there is still a gap in the achievement of these students and others. In English they are two thirds of a GCSE grade behind and mathematics they are half of a GCSE grade behind their peers. The funding is making a substantial difference so that the gap in school is closing rapidly.
- Year 7 catch-up funding is being used to provide smaller teaching groups in English and mathematics so that students are given a more secure foundation for their later learning.
- A very small number of students attend alternative GCSE and motivational courses for some days each week. Their progress and attendance are carefully checked. Teachers give them extra support on the days when they are in school. The progress of these students, some of whom might otherwise gain few or no qualifications, is exceptional.
- Students who speak English as an additional language benefit from the focus on literacy and reading so that their progress is at least as good as that of other students. Students who come from minority ethnic backgrounds make the same good progress as other students.
- The profile of reading has been raised very successfully so that students say that they now often read for pleasure. Students comment that better literacy skills have helped them to improve work in other subjects. All students know their precise reading age and the response to daily reading practice is good. There is more to do in helping students' numeracy to improve but the academy has strategies to develop numeracy which are already driving up standards and

resulting in faster progress in mathematics and science.

The quality of teaching is good

- Teaching over time is producing good levels of achievement and faster progress for most students.
- Teachers have good subject knowledge and are able to inspire and enthuse their students to work hard, with increasing success. They use questioning well so that students are challenged to think deeply and explain and develop their answers.
- The school's emphasis on improving teaching and learning is having a significant impact. This is because staff are keen to develop their skills and respond positively to the high expectations set for them. Teachers are very accurate in assessing their own strengths and where they can do better.
- Students respond well to the variety of activities offered. For example, in practical subjects where they are developing skills, such as physical education, art, design and technology, music, dance and computer studies, students waste no time but concentrate and work hard to develop their expertise. In theory-based lessons students rapidly gain knowledge and understanding of key concepts. The excellent work being done to increase students' literacy skills is paying dividends in helping students to read well, and to identify subtleties and inference in texts.
- Students respond well to opportunities to assess their own work and that of others, offering constructive criticism which develops understanding and improves the work being done.
- Sometimes teachers do not make clear precisely what skills or understanding are to be developed so that students are not clear about how the work they are doing contributes to their overall learning. This slows overall progress.
- The needs of the most able students and those who require extra support are generally addressed successfully. However, sometimes opportunities for faster progress are limited because all the students are doing the same work. Not enough notice has been taken, in planning work, of the different starting points and abilities of individual students.
- Teaching assistants provide very strong support and encouragement to disabled students and those who have special educational needs so that the progress of all these students is good. Teachers and teaching assistants share a strong partnership and benefit from the same professional development.
- Marking is an important strength in the school. It is frequent and effective in contributing to good progress. Students regularly respond to a teacher's comments in their books and a real dialogue builds up between teacher and student. Homework is used regularly and successfully to develop learning beyond the classroom.
- All students know their target grades and what they are aiming for. The school prefers to give a grade range, rather than one target, to show students just how well they might achieve if they really work hard. As a result, the aspirations of many students are raised so that they become more ambitious and determined to succeed.

The behaviour and safety of pupils are good

- The behaviour of students is good. Their attitudes to learning are very positive and play an important part in promoting achievement and faster progress. Students respond well when invited to attend extra sessions in mathematics, English or science at the end of the school day to help them to catch up or have a second opportunity to look at work they have found difficult. Older students willingly attend additional sessions on Saturday mornings to help with revision when examination times are near.
- Students are friendly and respectful with each other, with teachers and support staff. They are courteous and helpful to visitors and during the inspection were keen to talk about their work and progress.
- Students take pride in their school and treat all resources with respect. There is no litter or graffiti and students appreciate the attractive displays, many of which celebrate their

achievements.

- Students are adamant that they feel safe in school and that bullying is not a problem. Students say there is some name-calling but it is never threatening or racist. They agree that sometimes homophobic terms are used but insist that it is never meant maliciously. All students said they trusted the staff to intervene if any student felt put under pressure.
- Students have a real say in how the academy is run. For example, they meet governors to talk about their views of the curriculum and the options system, form part of the interviewing panel for the appointment of new teachers and teaching assistants and contribute to school actions to improve aspects such as culture and diversity and the nature of the rewards system.
- Behaviour has improved significantly over time so that the number of exclusions is low and reducing each year. Students with particular behaviour problems are well supported and sometimes are provided with alternative courses more suited to their needs.
- Attendance is improving each year. It consistently matches the national average and, so far this year, is above average. Punctuality to school and lessons has improved dramatically as a result of the school's more effective system of checks.
- The school's work to keep students safe and secure is good. Systems are robust and comprehensive so that the whereabouts, progress and well-being of each student is carefully checked and extra support is provided when it is necessary.
- The great majority of parents who responded to Parent View and the school's own questionnaires were happy that their children are safe and well cared for. Students themselves said they enjoy school and are proud to be part of the academy.

The leadership and management are good

- The headteacher and senior leadership team are highly ambitious for all students, their families and the wider community. Under their excellent leadership the pace of change has been rapid with improvements each year. All staff and governors share this same ambition that students should be as well prepared as possible for the next stage of their education or training. The school's self-evaluation is accurate. Leadership and management are strong but not outstanding because leaders have not yet secured outstanding achievement and teaching over time.
- The leadership of teaching and learning is effective. The headteacher, senior and middle leaders are all involved in frequently checking the quality of teaching and providing support wherever it is necessary. The coaching and mentoring of teaching is embedded in to the ethos of the academy. Performance management provides a rigorous system to ensure teachers' standards and students' achievement are fully taken into account.
- The school does not tolerate discrimination of any kind. Senior and middle leaders work hard to remove any barriers to the success of students. An example is the willingness of staff and students to take part in extra lessons, even some Saturday morning sessions, in order to help students achieve their targets.
- Pupil premium funding is used to enhance achievement especially in mathematics and English. The academy has employed extra skilled staff so that teaching groups can be smaller, invested in extra technology and books and provided one-to-one tuition in some cases. The academy rigorously uses data to check whether it is getting value for money in how the funding is spent and to ensure that the gap in attainment with their peers is narrowing. All students have equal access to trips, visits and the wide range of sporting and artistic opportunities.
- The curriculum is a major strength. It has a very strong emphasis on developing the basic skills necessary for future life. The impact of literacy is evident in the above average standards students achieve. Students have enthusiastic attitudes to reading for pleasure. An example of this is seen in the huge increase in the number of books borrowed from the library each term.
- The curriculum provides excellent choices for students of all abilities with a good balance between academic and vocational subjects. There are enticing opportunities for residential experiences, for example in Kenya, Austria, France, and special events for students aiming for university. These can start as early as Year 7 in order to raise aspirations.

- The academy has developed a strong partnership with two local primary schools and plans to offer its expertise into others in the local area. The work done for disabled students and those who have special educational needs is exceptional so that the academy is used by the local authority as an example of outstanding practice and is used to provide support to other schools in the area.
- **The governance of the school:**
 - The governors are adamant that they have become more ambitious for the school than ever before and that they challenge everyone involved to be the best they can. They hold the headteacher and senior leadership team to account to make sure they deliver the intended improvements in standards and achievement. They are very well informed about the quality of teaching because they receive reports from all subject areas and require explanations and action plans where there is evidence that students could do better. They consult students regularly about their experience of school and make necessary changes. Governors oversee the way in which pupil premium funding is spent and receive full reports to check whether it has brought about the desired effect. Similarly, they oversee the performance management system making sure that it results in improved learning and achievement for students and that rewards are linked to good teaching. Governors know what is happening in school and understand the performance of the school when compared to others. They rigorously ensure that all safeguarding requirements are met and have a very clear understanding of the budget and how to achieve value for money.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138549
Local authority	Stoke-on-Trent
Inspection number	427053

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1016
Appropriate authority	The governing body
Chair	David Johnson
Headteacher	Carl Ward
Date of previous school inspection	Not previously inspected
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