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8 March 2021

Cameron Sheeran  
Executive Headteacher  
Haydock High School  
Clipsley Lane  
Haydock  
St Helens  
WA11 0JG

Dear Mr Sheeran

### **Additional, remote monitoring inspection of Haydock High School**

Following my remote inspection with Rachel Goodwin, Her Majesty's Inspector (HMI), of your school on 3 to 4 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to have serious weaknesses.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school was judged to have serious weaknesses at its previous section 5 inspection. The school's most recent section 5 inspection took place in October 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

## Context

- The school continues to be part of a soft federation with Cowley International College. The executive headteacher leads both schools. There have been relatively few changes in staffing since the previous inspection. One teacher has left the school. Five teaching staff and four support staff were appointed in September 2020. The number of pupils on roll has increased.
- During the autumn term of 2020, approximately nine out of 10 pupils were educated remotely for short periods of time.
- At the time of this inspection, approximately nine out of 10 pupils were being educated at home.
- Approximately six out of 10 pupils who are identified as vulnerable and pupils with special educational needs and/or disabilities (SEND) are being educated on site.
- At the time of this inspection, leaders were not having to manage significant staff absence.

## Main findings

- You and the leadership team have taken action to improve the quality of education for pupils. Before the pandemic, leaders had carefully reviewed the curriculum offer. Pupils now study a much broader and more ambitious range of subjects, especially at key stage 4. The provision in foreign languages has been strengthened and more pupils study a language. In addition, increasing numbers of pupils are studying GCSEs in both geography and history.
- The curriculum is under constant review. The pandemic has not slowed down your work. Curriculum plans in many subjects have been improved. Subject leaders have thought carefully about the knowledge that pupils need to learn and the order in which subject content is taught. You are continuing to develop the mathematics curriculum to ensure that content is revisited so that pupils can build on their knowledge over time.
- You and the staff have adapted the curriculum appropriately so that pupils are able to continue with their learning whether they are at home or in school. For example, in science, leaders have recorded video clips of experimental work carried out in school. Teachers provide a range of interesting work to engage pupils and check their learning regularly. The steps that you have taken mean that all pupils are being provided with education in the current circumstances.
- Those vulnerable pupils and pupils with SEND who attend school each day access the same curriculum as other pupils who are studying at home. Pupils who spoke with us were effusive about the support that they receive from all staff. Pastoral leaders and support staff keep in regular contact with

vulnerable pupils when they are working at home. This is helping these pupils to remain motivated and engaged with their work. Pastoral staff are continuing to work closely with external agencies to promote these pupils' emotional health and well-being.

- You have high expectations for pupils with SEND. Teachers and teaching assistants are working closely together to ensure that these pupils can access the education on offer. You ensure that pupils with SEND are provided with resources, including laptops and internet access, so that they can learn from home. Pupils told us that they also have access to paper-based work if they need it. Many parents and carers appreciate the support that their children are receiving. A typical comment was, 'Support staff go above and beyond to help my child.'
- You expect pupils to read daily. They have access to online resources to support them with their reading. You are ensuring that pupils have more opportunities to develop their subject-specific vocabulary. Pupils in Year 7 who are in the early stages of learning to read are benefiting from extra teaching. This is enabling them to develop their knowledge of phonics.
- Year 11 pupils are following their usual range of examination subjects whether they are learning at school or at home. Staff are providing additional tutoring to help pupils with their learning. Year 11 pupils told us that they receive valuable careers guidance and support with applications to college.
- Governors know the school well. They are kept well informed about developments in the curriculum and remote education through regular meetings with you and other senior leaders. This is enabling governors to provide appropriate support and challenge to you to ensure that pupils receive an education during the current circumstances.
- Close links with a local school continue to benefit pupils in the school. For example, pupils have access to a wider range of subjects, such as dance.
- The local authority is providing effective support. This includes staff training on remote education and improving the provision for pupils with SEND. Leaders are drawing on the support of an external consultant and a teaching school alliance effectively. This is helping them to develop the quality of education further, and ensuring that pupils continue to learn during these challenging times.

## **Evidence**

This inspection was conducted remotely. We held meetings with you, the head of school, other senior leaders, two groups of subject leaders, two groups of staff, three members of the governing body (including the chair), and a representative of the local authority. This was to discuss leaders' actions to provide education to all

pupils during a national lockdown. In addition, we held discussions with two groups of pupils.

We also carried out a review of the curriculum that pupils are receiving. This included the arrangements for delivering the curriculum remotely. A range of documentation was also examined, including curriculum plans. We also analysed 75 responses to Ofsted's online questionnaire, Parent View and 75 text responses from parents, and 65 responses to Ofsted's staff questionnaire.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for St Helens. This letter will be published on the Ofsted website.

Yours sincerely

Ahmed Marikar  
**Her Majesty's Inspector**