

Inspection of Haughton Academy

Salters Lane South, Darlington, County Durham DL1 2AN

Inspection dates: 1 and 2 February 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

When pupils arrive at Haughton Academy in the morning, staff welcome them with a smile. Over the last three years the school has been transformed. Leaders and staff have high expectations for all pupils. The expectations are lived out daily by staff and pupils through the school's clear set of core values, P.R.O.U.D. These values are the heartbeat of the school.

Pupils benefit from a broad curriculum which is challenging and ambitious. Pupils are interested learners at Haughton Academy. This interest is nurtured and developed by staff.

Pupils told inspectors they enjoy coming to school. They feel safe and know if they need help they can approach any member of staff. Pupils can describe how the school has improved.

Behaviour in lessons is calm. This creates a positive atmosphere in lessons, where pupils can focus on the lesson content without distraction. Pupils told inspectors that staff deal with behaviour in a consistent manner. The pupils spoken to said that bullying is not common and if it does happen staff deal with it quickly.

The personal development curriculum allows the pupils to learn about a wide range of different issues that relate to the local community and beyond.

What does the school do well and what does it need to do better?

Leaders have implemented a broad curriculum offer. Subject content is detailed and well thought out. Essential knowledge is revisited regularly. As a result, pupils can recall and link previous knowledge to new content. In English, leaders have carefully selected texts which are linked through character traits and genres. This has led to pupils having a detailed knowledge of life in Victorian Britain. Opportunities for staff to reinforce shared knowledge content across different subjects are not used effectively.

There is a clear and sustained focus on professional development in the school. The school welcomes external support and has worked with a variety of other schools and institutions. Leaders have also worked closely with another school as part of the One Vision programme of support, led by the Department for Education.

Teachers have strong subject and curriculum understanding. They are attuned to the needs of their pupils. As a result, teachers provide resources in lessons that create curiosity and provide challenge. Pupils participate fully in discussions and provide well-thought-out answers to probing questions. Pupils could describe knowledge they had learned in their different subjects over time and how teachers help them to remember it.

Planned regular assessments are increasingly being used to identify what pupils know and where support may be needed. This is supported further in lessons where teachers use formative assessment to check what pupils know.

Leaders are determined that all pupils, including those with special educational needs and/or disabilities (SEND) receive a high-quality education in all subjects. The SEND department provides all staff with information to help them support pupils with an education, health and care plan and those with additional needs. While some information is shared, there is more work to do on the accuracy and sharpness of shared desired outcomes for pupils with SEND.

The school has a clear behaviour system. Rewards and restorative practice form a big part of the school approach to behaviour. Pupils' enjoyment of school is reflected in their regular attendance.

The personal development curriculum is well planned. Leaders have included a broad range of topics that are well suited to the needs of the pupils in this community. Pupils' exposure to careers education starts early and is sustained until the end of Year 11. The advice given is impartial and supportive. Pupils appreciate the help and advice they are given.

The education standards committee knows the school very well. It plays an active role in providing challenge, support and guidance. The relationship with the leaders and staff in the school is strong. This has ensured the development of a high-quality curriculum. The committee, trustees and executive leaders work together to support all staff in relation to workload and well-being. Staff told inspectors they feel supported and cared for by leaders.

Safeguarding

The arrangements for safeguarding are effective.

A team of leaders ensure that all staff in school understand it is everyone's responsibility to protect pupils from harm. Leaders know the pupils well and record all information in a methodical manner. They have effective links with external agencies.

Staff receive regular training, including weekly safeguarding updates. As a result, they are alert to any potential signs that indicate pupils may be at risk. All staff know how to report concerns.

Pupils are provided with valuable information, through a variety of activities, on how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject curriculums are carefully planned. However, there are opportunities for leaders to work across subject areas where content overlaps that have not been explored fully. Leaders should develop curriculum planning so that subjects work together to ensure every opportunity is taken to build pupils' knowledge over time.
- The information provided to staff to support pupils with SEND is developing in relation to the clarity and quality of outcomes shared with staff. Leaders should ensure teachers are provided with clear, precise information and outcomes for all pupils with SEND. This will act as means of supporting and meeting their needs more consistently, and in doing so promote their achievement.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138089
Local authority	Darlington
Inspection number	10212274
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	819
Appropriate authority	Board of trustees
Chair of trust	Helen Radcliffe
Principal	Jonathan Lumb
Website	http://www.educationvillage.org.uk
Date of previous inspection	24 March 2021, under section 8 of the Education Act 2005

Information about this school

- This school is one of five schools in the Education Village Academy Trust.
- The school currently uses two alternative providers, Darlington College and Rise Carr College.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

Inspectors met with the chief executive, the principal and other members of the senior leadership team, subject leaders and the special educational needs coordinator.

Inspectors also held meetings with leaders responsible for attendance, behaviour, personal development and careers.

- Meetings were held with the chair of the board of trustees and members of the education standards committee. Inspectors also reviewed a sample of minutes from education standards committee meetings.

- Inspectors did deep dives in these subjects: English, mathematics, history, geography and art. They met with subject leaders, carried out lesson visits, spoke to teachers, spoke to pupils about their learning and looked at a sample of pupils' work.
- An inspector met with the designated safeguarding lead. The single central record was also scrutinised. Inspectors reviewed the school's safeguarding records.
- A range of documentation provided by the school was reviewed. This included the school improvement plan, curriculum documentation and school policies.
- Inspectors considered the views given in Ofsted's online surveys from 147 pupils and 62 members of staff. The 148 responses to the Ofsted Parent View survey were also considered.

Inspection team

Richard Jones, lead inspector	Her Majesty's Inspector
Aejaz Laher	Ofsted Inspector
Shelley Heseltine	Ofsted Inspector
Manina Tyler-Mort	Ofsted Inspector

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