

Inspection of a good school: Haygrove School

Durleigh Road, Bridgwater, Somerset TA6 7HW

Inspection dates:

28 and 29 June 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy school and most attend well. They know that the school will help them to develop their characters and how this will help them in the future. Pupils relish competitive sports, as well as physical activity for enjoyment and good health. Debating, drama and other clubs are well attended, including by many who are disadvantaged. Pupils contribute to the school through the Student Senate and Junior Leadership Team.

Bullying does not happen often. One pupil says 'it's not the done thing here'. This encapsulates the views of many others. Most pupils say that staff deal with bullying incidents promptly when they do occur.

'Opportunity and Endeavour' are part of the school motto. There are many opportunities for pupils to develop their skills and interests. Endeavour is evident in the purposeful atmosphere of the school, both in and outside lessons. Pupils behave well and are respectful towards each other and to staff. However, some pupils with special educational needs and/or disabilities (SEND) do not get the precise help they need.

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

Leaders have considered how the curriculum builds pupils' knowledge and understanding over time. In most subjects, learning builds on what pupils already know and can do. However, the proportion of pupils who continue studying into Year 10 the subjects that make up the English Baccalaureate (EBacc) has fallen. This means fewer pupils are studying a key stage 4 curriculum with a strong academic core. Leaders have improved the curriculum for languages with the aim that pupils make better progress and choose to continue to learn a language at GCSE.

Teachers check on pupils' learning to make sure that they are making progress. Gaps in learning are pinpointed and closed promptly for most pupils. Teachers have strong subject knowledge. They explain new learning clearly. Pupils confidently share their learning with each other and with staff. A recent focus on revisiting learning regularly is helping pupils to remember more over time. Warm, respectful relationships between staff and pupils mean that most pupils are well supported. However, not all staff know how to meet the specific needs of pupils with SEND. These pupils do get extra help, but it is sometimes not precise enough to ensure that they make the best possible progress.

Leaders understand the importance of reading for success across the curriculum. All pupils read a range of authors and develop their vocabulary through the reading curriculum. However, some pupils who do not read fluently do not get the support they need to catch up.

The personal development curriculum is strong. Pupils' value what they learn about healthy relationships and online safety and say this happens at the right time for them. The rewards system links closely to the character traits that leaders want pupils to develop. Pupils know about different cultures and understand the importance of tolerance and mutual respect. Parents and pupils alike say there are a wide range of clubs, trips and visits available. A thorough careers programme helps to prepare pupils for their next stage of education. Pupils visit a university and local colleges. Careers events and individual guidance help pupils understand their future options.

Leaders know the strengths and weaknesses of the school. They are committed to improving the school so that all pupils achieve the best possible outcomes. Governors and trustees monitor the school closely and provide support and challenge where needed. Leaders look beyond the Trust and local area for good practice which may help them to improve the school future.

In discussion with the headteacher, the inspectors agreed that the way that teachers help pupils remember what they learn over the long term and the ambition of the curriculum for all pupils may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to refer any concerns they have that a pupil may be at risk of harm. They have the training they need to be able to identify these risks. Leaders make appropriate and timely referrals to other agencies to secure the help that pupils need.

All relevant checks are made to ensure that those who work in the school are suitable for the roles they have.

The curriculum helps pupils to understand the safeguarding risks they may face. School systems, such as an online reporting system, encourage pupils to seek help if they are at risk.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The proportion of pupils who continue to study in key stage 4 the full suite of subjects that make the English Baccalaureate is shrinking. This means that the number of pupils following a strong academic curriculum is falling. Leaders need to ensure that the EBacc is at the heart of an effective key stage 4 curriculum.
- Some pupils with SEND do not get the precise support they need. This means that they do not make as much progress as they could. Leaders should ensure that all staff understand the needs of pupils with SEND and how to support them.
- Pupils who are behind with their reading do not always receive the support they need to catch up. This means they continue to struggle with their reading. Leaders need to ensure that those who do not read fluently get the help they need to improve.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in July 2012.

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	136917
Local authority	Somerset
Inspection number	10206975
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	1078
Appropriate authority	Board of trustees
Chair of trust	Jennifer Ashworth
Headteacher	Aaron Reid
Website	www.haygroveschool.co.uk
Date of previous inspection	8 November 2016, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.
- There has been a new headteacher since the last inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, trustees, governors and staff from the trust.
- Inspectors carried out deep dives in these subjects: English, modern foreign languages and physical education. For each deep dive inspectors discussed the curriculum with subject leaders, visited a selection of lessons, met teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons in other subjects including history, mathematics and science.

- Inspectors met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- Inspectors met with staff to discuss support for pupils with special education needs.
- Inspectors met with curriculum leaders for history, science and drama.
- Inspectors considered responses to the online survey, Ofsted Parent View, and the views of staff and pupils in Ofsted's online surveys.

Inspection team

Sarah Favager-Dalton, lead inspector

Her Majesty's Inspector

Rachel Hesketh

Her Majesty's Inspector

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