

Inspection of Haybridge High School and Sixth Form

Brake Lane, Hagley, Stourbridge, Worcestershire DY8 2XS

Inspection dates: 28 and 29 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Outstanding

Ofsted has not previously inspected Haybridge High School and Sixth Form as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

High academic achievement, respectful behaviour and positive, caring relationships are the hallmarks of Haybridge High School. Leaders have high ambitions for every pupil and want them to achieve their best, and pupils frequently do. Pupils at this school are a delight. They are courteous, welcoming and friendly. They enjoy learning and coming to school. Interactions between staff and pupils are good-mannered, friendly and respectful.

Pupils' behaviour is strong. They work hard and aim to do well. Lessons are calm and orderly. Students in the sixth form behave superbly. They act as role models to their younger peers. Bullying is not tolerated, and pupils are confident that their teachers sort out any that might occur. Pupils feel safe. They have a good understanding of how to keep themselves safe in a variety of real-life situations. Leaders place great emphasis on everyone's mental well-being.

Pupils benefit from a wide range of activities that extend their learning beyond the classroom and develop their personal interests. The many activities include trips, visits, residential stays and after-school clubs. Pupils gave various examples of activities they enjoy, such as the robotics club and school theatre show, for example.

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

Senior leaders have exceptionally high aspirations for every pupil and student. To meet these high expectations, leaders have created an ambitious curriculum that offers a wide range of subjects. For example, all pupils in key stage 4 are expected to study a modern foreign language. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Leaders have carefully mapped out what knowledge and skills pupils should learn in most subjects, including in the sixth form. In a few subjects, these plans are not as clear yet. Leaders know this and support subject leaders with this work effectively.

Leaders usually ensure that provision for pupils with SEND helps them to be successful. Adults generally spot when pupils fall behind and give targeted support to help them catch up. The new SEND coordinator knows pupils well and checks how well they are doing. On occasion, teachers do not routinely provide appropriate work and/or learning activities for pupils with SEND. When this happens, pupils' work is not well matched to their needs and they can become disengaged.

Teachers adapt learning and consider pupils' prior knowledge to ensure that they remember more over time very successfully. This works particularly well in subjects such as English, mathematics, ethics and art, for example. As a result, pupils' work is of a high quality. Equally, teachers use their knowledge about students in the sixth form to plan learning activities that deepen students' understanding of complex topics. Students say that they enjoy learning and do well.

Teachers use assessment well, including in the sixth form. They do this by using a range of effective strategies that tell them what pupils have understood. Teachers then adjust their teaching to fill any gaps in pupils' knowledge. As a result, pupils and students generally achieve highly.

Pupils conduct themselves very well. Leaders have high expectations of pupils' behaviour. These are understood by all. Lessons are generally free from disruption and learning takes place unhindered. Sixth-form students' behaviour is excellent.

Reading is promoted effectively. For example, pupils have 'tutor reads', and sixth-form students are trained to be reading buddies for younger peers. Consequently, pupils, including in the sixth form, enjoy reading and do so often. Leaders act swiftly to put effective interventions in place for any pupils who may need support with their reading.

Leaders have planned a wide range of opportunities for pupils to develop their passions outside of the classroom, for instance sporting clubs, craft clubs and theatre shows. Uptake in these activities is not as high as leaders would like. They are working well to increase participation in extra-curricular activities. Pupils' personal development is promoted very well. Leaders ensure that all pupils and students learn about mental well-being and what it means to be kind. For example, there are mental health first aiders, and the 'Bee Kind' programme highlights acts of kindness around school. Additionally, all pupils and students benefit from a well-thought-out and impartial careers programme. As a result, pupils and students in the sixth form move on to appropriate destinations, including apprenticeships.

Senior leaders have a forensic understanding of the school's strengths and weaknesses. This is because they know their school exceptionally well. They are quick to improve any aspects that do not meet their high expectations. Staff are unanimous in their support of senior leaders and feel proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff work very well together to safeguard pupils. This is supported by regular training for every member of staff. Leaders underpin any training with timely updates on current local and regional issues. All staff know what to do if they are concerned about a pupil. The safeguarding team works well with external agencies. Staff seek help and advice to ensure pupils are safe.

Leaders ensure that pupils are educated about how to stay safe in their daily lives. This includes a clear focus on pupils' mental health and well-being, online safety and dangers around the use of social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few teachers do not routinely provide pupils with SEND with work that is well matched to their needs. Where this happens, work is either too hard or too easy. As a result, pupils' learning slows or they become disengaged with their learning. Leaders need to ensure that staff consistently match work to all pupils' needs.

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.

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	136898
Local authority	Worcestershire
Inspection number	10242473
Type of school	Secondary
School category	Academy
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1215
Of which, number on roll in the sixth form	203
Appropriate authority	Board of trustees
Chair of trust	Susan Muggeridge
Headteacher	Nicola Stanfield
Website	www.haybridge.worcs.sch.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school is a larger than average-sized secondary school. It is the founding member of the Four Stones Multi-Academy Trust.
- A small number of pupils attend alternative provision at one registered provider.
- 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 graded inspection under section 5 of the Education Act 2005.

- 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 senior leaders, including the headteacher, the deputy headteachers and the assistant headteachers. The lead inspector held a meeting with governors, including the chair of governors, and trustees and the trust's chief executive officer. Meetings were held with curriculum leaders and the SEND coordinator.
- Inspectors carried out deep dives in these subjects: mathematics, English, science, modern foreign languages and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils and students about their learning and looked at samples of their work. Other subjects were considered during the inspection.
- Inspectors observed pupils' behaviour during lessons and at break and lunchtimes. Inspectors spoke to many pupils about their experience at the school.
- Inspectors scrutinised a range of safeguarding information, including the school's safeguarding policy, spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. The lead inspector spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents.
- Inspectors took account of parents' free-text comments and the responses on Ofsted Parent View. Inspectors also considered the responses to the pupil and staff surveys.

Inspection team

Bianka Zemke, lead inspector	His Majesty's Inspector
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Gwen Onyon	Ofsted Inspector
Andrew Madden	Ofsted Inspector
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