

# Inspection of Haydon School

Wiltshire Lane, Eastcote, Pinner, Middlesex HA5 2LX

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Inspection dates: 4 and 5 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Haydon School 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?**

Leaders and staff are ambitious for their pupils. Leaders have prioritised the creation of positive relationships between pupils and staff in order to help pupils succeed in all aspects of school life.

Pupils feel safe at school. They can report any concerns they might have directly to staff or online. Bullying is rare. When it does take place, leaders are quick to act.

In most lessons pupils behave well. For example in a Year 7 lesson, they listened with respect when pupils talked about discrimination. Occasionally, however, there is low-level disruption which is not challenged.

The pupil-led 'Junior Leadership Team' advises school leaders. Recently, the members of the team helped to improve personal, social, health and economic (PSHE) education. They also raise money for charity. Pupils can take part in a wide range of after-school clubs. These include the arts, sports and the annual school production. Leaders have prioritised the Duke of Edinburgh's Award scheme and ensure it is available to all pupils.

In the sixth form, students study online courses as part of the 'super curriculum'. Students are enthusiastic about these, particularly courses on programming, digital marketing and working with children with autism spectrum disorder.

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

Leaders have developed an ambitious curriculum. In some subjects, this goes beyond the national curriculum. For example, in geography, Year 9 pupils study 'what makes a superpower'. Year 9 pupils also study short taster courses in new subjects. These include psychology, sociology and child development. This helps pupils choose their options for Years 10 and 11.

Pupils can access their lessons online. Pupils told inspectors that this helped them 'catch up and go over' their lessons. Before lessons, sixth-form students prepare by studying the lesson online. This helps them to get ready for independent study at university.

Subjects are clearly thought out with clear curriculum goals. Leaders have carefully considered the order in which knowledge and skills are taught. They have ensured that teaching builds on the knowledge and skills taught in previous lessons.

Sometimes, teachers do not check what pupils can remember from previous learning before moving on to more complex ideas. When this happens, pupils find the activities too hard and struggle to complete them. As a result, they do not reach the intended curriculum goal.

Teachers present new ideas clearly. Leaders ensure that teachers emphasise subject-specific vocabulary when explaining new ideas. Pupils use this well in their written work. For example, in English, pupils analysed Shakespeare's 'Macbeth' using subject-specific vocabulary.

Leaders have ensured that staff know about the needs of pupils with special educational needs and/or disabilities (SEND). Staff use this information to adapt their teaching so that pupils with SEND achieve the same endpoints as their peers.

Leaders have prioritised reading. Pupils are encouraged to read in most subjects. Sixth-form students take part in the annual 'reading marathon'. Those who struggle to read are provided with effective support and learn to read fluently.

In the sixth form, students can choose from a large number of academic and vocational courses. Leaders check students' progress. They intervene rapidly to support students if they start to fall behind. Sixth-form students are prepared for studying medicine or attending a leading university by taking part in the 'Haydon Scholars' programme.

Leaders and staff have high expectations of pupils' behaviour. On occasion, poor behaviour can disrupt learning. Leaders support pupils whose behaviour needs to improve.

PSHE education is well thought through. Topics are repeated each year so that as pupils get older, they learn more about them. These topics include staying safe online, healthy relationships and mental health. Pupils study citizenship and religious studies from Years 7 to 11, and PSHE and citizenship in the sixth form. They learn about democracy, personal finance and different faiths.

Leaders have prioritised work experience as part of careers education. Pupils undertake work experience in Years 9, 10 and 12. The school has an extensive careers programme. Pupils receive individual careers advice to help them apply for an apprenticeship or to go to university. Subject leaders have included information about careers in their subject. For example, in computing, pupils take part in coding events and meet computer programmers.

Leaders have created the 'Haydon Hive' centre to provide pupils with extra support. This includes counselling and 'Back on Track'. This is an alternative to suspension where pupils receive support through mentoring.

Leaders engage with staff and ensure that their training needs are met. Governors and trust leaders have an accurate picture of the school. They know which areas of the school need further development. They do not, however, always act with the urgency required to secure rapid improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding throughout the school. Staff receive regular training. They report any concerns to a dedicated school safeguarding team. This team ensures all concerns are acted on. This can lead to support from school staff or referral to external agencies including the local 'Stronger Families' hub that provides early help for pupils and families.

Pupils learn about safeguarding in PSHE. External speakers support the PSHE programme. They teach pupils about local safeguarding issues, such as exploitation by criminals.

Parents and carers receive regular information about safeguarding. During the yearly 'safeguarding week', parents can attend talks on issues such as online safety.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teaching does not consistently take into account any gaps in learning that pupils might have. As a result, sometimes pupils are not able to grasp new concepts. Leaders should ensure that teachers routinely check on previous learning and close any gaps before they introduce new material.
- Leaders have not taken effective steps to ensure high standards of behaviour at all times. As a result, low-level disruption can occasionally prevent learning. Leaders need to ensure that all staff follow the school behaviour policy, and they should support them in doing so.
- Governors and trust members have not acted with the required degree of urgency. This means that the school has not improved as rapidly as it could. Governors and trust members should ensure that they receive the information they need from school leaders in order to make more timely decisions.

## **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

<b>Unique reference number</b>	136519
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10227236
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,744
<b>Of which, number on roll in the sixth form</b>	390
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tim Hill
<b>Headteacher</b>	Robert Jones
<b>Website</b>	<a href="http://www.haydonschool.com/">http://www.haydonschool.com/</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005

## Information about this school

- Haydon School converted to become an academy school in March 2011. When its predecessor school, Haydon School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school uses two registered alternative providers, The Skills Hub and the Jubilee Academy, and one unregistered alternative provider, Springboard West.
- 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 the headteacher, other school leaders, teaching staff and non-teaching staff. Inspectors held a discussion with four members of the governing body, which includes members of the trust.
- Inspectors carried out deep dives in these subjects: art and design, history, languages, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons and discussed the curriculum with subject leaders in a range of other subjects, including computing, English, geography, personal, social, health and economic education, and physical education.
- Inspectors held meetings with school leaders about attendance, behaviour, career education, the provision for pupils with SEND and the sixth-form provision.
- Inspectors observed behaviour in lessons and around the school. Inspectors held formal and informal discussions with groups of pupils from different year groups.
- Inspectors spoke with leaders, pupils and staff about the arrangements for safeguarding and reviewed safeguarding records and documentation. Inspectors also checked the single central record of checks made on the suitability of staff.
- Inspectors considered the responses to Ofsted's pupil and staff surveys, and the responses to the online survey for parents, Ofsted Parent View.

### **Inspection team**

Gary Phillips, lead inspector	His Majesty's Inspector
Luisa Bonelli	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector
Fiona Abankwah	Ofsted Inspector
Philippa Nunn	Ofsted Inspector

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