

# INSPECTION REPORT

## **HAYBRIDGE HIGH SCHOOL AND SIXTH FORM**

Hagley, Stourbridge

LEA area: Worcestershire

Unique reference number: 116933

Headteacher: Dr. M. J. Kershaw

Reporting inspector: Mr. D. L. Driscoll  
11933

Dates of inspection: 22<sup>nd</sup> - 24<sup>th</sup> May 2000

Inspection number: 188408  
Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of pupils: 13 to 18

Gender of pupils: Mixed

School address: Brake Lane  
Hagley  
Stourbridge  
Worcestershire

Postcode: DY8 2XS

Telephone number: 01562 886213

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. A. D. Homer

Date of previous inspection: 22<sup>nd</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a mixed comprehensive school of smaller than average size, educating pupils between the ages of 13 to 18. There are 728 pupils at the school, 353 boys and 375 girls, very few of whom are from ethnic minorities. Eleven pupils speak English as an additional language, but all are reasonably fluent in English. There have been significant changes since the last inspection in the area from which the school draws its pupils and almost half of the school population now comes from urban regions outside of the school's catchment area. Socio-economic standards are above average. The pupils' attainment on entry to the school is above average, although their literacy skills on transfer are weaker than other aspects of their attainment. The proportion of pupils with special educational needs is well below average and the proportion with statements of special educational need is below average. The school is very popular with parents and there are more children wishing to join the school than there are places available.

### **HOW GOOD THE SCHOOL IS**

This is an excellent school that achieves the highest standards possible in much of its work. There is no unauthorised absence and exclusions are very rare because pupils behave so well. The school provides excellent value for money and has a particularly cost effective sixth form.

#### **What the school does well**

- Pupils attain well above average standards and their achievement is excellent.
- A great strength of the school is the regularity with which pupils are taught to either a very good or excellent standard and this brings about excellent learning and achievement.
- There is a very strong ethos that has a positive influence upon pupils' attitudes.
- The headteacher provides excellent leadership. Raising pupils' standards of attainment within a positive learning environment is central to the work of the school.
- The school's provision for pupils with special educational needs is outstanding.
- The standards that boys attain have improved significantly.

#### **What could be improved**

- I. There is no religious education programme for all sixth form pupils.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good progress since it was last inspected in 1996. Results at GCSE and A level have remained well above the national averages. The school had no key issues identified at the time of the previous inspection but instead specifically targeted standards of literacy and the achievement of boys. There have been significant improvements in both of these areas and boys are now achieving as well as the girls are. The quality of teaching has improved and most lessons are taught to a very good or excellent standard. The progress made by the school is a result of the single-minded determination of the headteacher and senior staff to improve even the smallest of weaknesses and to promote an ethos of high expectation that permeates the school. The emphasis that the school's management has placed on improving teaching has led to an excellent provision, which ensures that very high standards have been maintained. The school is on course to exceed its targets for GCSE next year as the number of subjects studied to GCSE level has been increased.

## STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	A	A	A	A
A-levels/AS-levels	A*	A	A	

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in the national tests for 14 year olds in 1999 were well above the national averages in English, mathematics and science. Overall, results were well above average in 1999 and have been improving at a rate in line with the national trend since 1996. Results are well above average in comparison with similar schools. Results in English were not as good as those in mathematics and science, reflecting the pupils' lower attainment in English than mathematics and science on entry to the school.

Results in the GCSE examinations in 1999 were well above the national average, as they have been for the last three years. Results are still improving, although at a rate that is below the national average. All pupils gained at least five GCSEs at grades A\* to G, which is a very high pass rate compared with both the national average and the average for schools with a similar intake of pupils and places the school in the top 5 per cent of schools nationally. The proportion achieving at least five or more GCSEs at grades A\* to C was well above the national average and above the average for similar schools. Results were well above average in most subjects, with pupils performing particularly well in art, design and technology and mathematics. These standards were reflected in the work seen during the inspection.

Results at A level were well above average in 1999, as they were at the time of the previous inspection. Results at GNVQ were also well above the national average. Standards are high in all subjects and these standards were reflected in the work seen during the inspection.

Pupils achieve excellent standards at the school when compared with their standards of attainment on entry.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school and learning. A high proportion of parents says that their child is happy at the school.
Behaviour, in and out of classrooms	Excellent. Behaviour was exemplary in all lessons observed. There have been no permanent exclusions and only one fixed term exclusion in the past year.
Personal development and relationships	Excellent. Pupils show a high regard for the feelings and opinions of others. Relationships throughout the school are based on mutual trust and respect.
Attendance	Very good. Attendance is well above average, with no unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils:	aged 13-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Excellent	Excellent	Excellent

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching in the school is excellent and is very effective in meeting the needs of all pupils. Teaching is at least satisfactory in all lessons, good or better in 88 per cent and very good or better in 65 per cent. Teaching was excellent in 28 per cent of the lessons observed. Teaching in English, mathematics and science is of a high quality, with a very high proportion of lessons in science that are taught to an excellent standard.

There are many strengths in the teaching, but some aspects stand out as being particularly outstanding. Teachers make exceptionally good starts to lessons, using tests or other short activities to gain maximum benefit from the first five minutes. Praise is used exceptionally well to encourage pupils to achieve the very high standards that teachers expect of them and the pupils respond by putting greater efforts into their work. All teachers go to great lengths to improve standards of reading and writing by such strategies as insisting on corrections, demanding that words are spelt aloud in lessons and insisting on the correct vocabulary. Pupils are very keen to respond and answer questions in class. Lessons are planned to use activities that enthuse the pupils. Pupils become excited about the content of their lessons and the teachers skilfully use this to maintain a rapid pace and ensure that progress is made at an excellent rate.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The number of GCSEs has been increased this year and further examination courses are offered outside of school time. However, the school does not meet the statutory requirement for all pupils in the sixth form to be taught religious education.
Provision for pupils with special educational needs	Excellent. The flexible way that the support is organised and the very high quality of the classroom assistants ensure that the pupils make excellent progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are significant strengths in the provision for pupils' moral, social and cultural development. The school does not meet the requirement for a daily act of collective worship.
How well the school cares for its pupils	Very good. The school provides a safe and caring environment where pupils are known well as individuals.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. This is a school which is being driven forward. There is a shared commitment on the part of all staff to continually improving standards.
How well the governors fulfil their responsibilities	Good. Governors have a comprehensive understanding of the school's strengths and weaknesses, but there are two breaches of statutory requirements.
The school's evaluation of its performance	Excellent. The monitoring of the school's performance is extremely thorough and leads to even the most minor weaknesses being addressed.
The strategic use of resources	Very good. Resources are very carefully deployed to those areas where they will provide the greatest benefit. Recent grants for new buildings have significantly enhanced the school's provision for physical education. The school applies the principles of best value extremely well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
II. Parents are very pleased with almost all aspects of the school.	III. Some parents feel that there is too much

The inspection team agrees with parents' positive views. The amount of homework is appropriate and plays a good part in the achievement of high standards.

- **PART B: COMMENTARY**
- **WHAT THE SCHOOL DOES WELL**
- **Pupils attain well above average standards and their achievement is excellent.**

1. Pupils arrive at the school with levels of attainment that are above average, although there are both very high and very low attaining pupils who join the school in Year 9. Pupils make excellent progress in the short time before the national tests for 14 year olds. Results in these tests in 1999 were well above the national averages in English, mathematics and science. Overall, results were well above average in 1999 and have been improving at a rate in line with the national trend since 1996. Results were well above average in comparison with similar schools. Results in English, were not as good as those in mathematics and science, reflecting the pupils' lower attainment in English than mathematics and science on entry to the school.

2. Pupils continue to make excellent progress at Key Stage 4. Results in the GCSE examinations in 1999 were well above the national average, as they have been for the last three years. Results are still improving, although at a rate that is below the national average. All pupils gained at least five GCSEs at grades A\* to G, which is a very high pass rate compared with both the national average and the average for schools with a similar intake of pupils and places the school in the top five per cent of schools nationally. The proportion achieving at least five or more GCSEs at grades A\* to C was well above the national average and above the average for similar schools. Results were well above average in most subjects, with pupils performing particularly well in art, design and technology and mathematics. These standards were reflected in the work seen during the inspection.

3. Results at GCE A level were well above average in 1999, as they were at the time of the previous inspection. Results at GNVQ were also well above the national average. Standards are high in all subjects and these standards were reflected in the work seen during the inspection.

4. Pupils achieve excellent standards at the school when compared with their standards of attainment on entry. The results of nationally accepted systems for measuring the "value-added" by the school places the school in the top ten per cent nationally for its GCSE results and the GCE A level results are exceptionally high given the average GCSE points score of the pupils when they join the sixth form. Literacy skills are improved from broadly average to well above average by the time that pupils reach the age of 16. Numeracy skills are also improved to a level that is well above that usually seen. Pupils with special educational needs make particularly good progress. Several pupils join the school with reading ages that are well below their chronological age but all go on to pass at least five GCSEs at grades A\* to G. Several pupils with special educational needs stay on to the sixth form to achieve success at GCE A level or GNVQ courses.

5. There are two elements that are of particular note in the high standards achieved by the school: the improvement in literacy skills and the achievements of boys. The school goes to great lengths to improve the pupils' standards of literacy. Teachers insist on correct terminology when answering questions, both orally and in writing. In some classrooms there are large displays of words that pupils are expected to learn and use in their work and many teachers make use of support 'frameworks' that promote the development of writing skills. The success of this approach, together with the high quality teaching of English, ensures that pupils are reaching the same high standards in English as they do in their other subjects by the time that they reach the age of 16, despite entering the school with

lower standards in English than in their other subjects.

**5. A great strength of the school is the regularity with which pupils are taught to either a very good or excellent standard and this brings about excellent learning and achievement.**

6. Pupils regularly receive lessons that are taught to either a very good or excellent standard. The teachers expect their pupils to achieve the very highest standards and this is observed in many aspects of their work. The tasks that are chosen are demanding and are matched to the needs of all pupils, so that all pupils are extended regardless of their previous levels of attainment. Lessons regularly start with an initial task that tests pupils' previous knowledge and understanding of the topic, so that the teacher can quickly assess where to pitch the content of the lesson. The planning of lessons is very good and promotes rapid learning on most occasions. Many lessons positively excite pupils, such as the food technology lesson that was based on "Ready, Steady, Cook", where the teacher skilfully developed an air of anticipation before revealing what was "in the bags". In this way, the pupils were keen to complete their work quickly in order to find out what the contents were.

7. Teachers use short-term targets very well and rarely waste time in the lessons. Deadlines are set and pupils know that these deadlines will be enforced and so work very hard to meet them. The quality of relationships between teachers and pupils is a strength of the school and a positive learning environment has been created. Outstanding teaching was seen in many science lessons. For instance in a Year 9 lesson on photosynthesis, the teacher expertly guided the pupils through the practical investigation at a rapid pace. In another class, the teacher instilled a sense of wonder into the pupils when discussing the planets and the solar system.

8. The attention paid to the consolidation of pupils' learning is excellent. All subjects match the content of their work well to the requirements of the examination syllabuses. In design and technology, for example, this approach has led to pupils producing work of the very highest standard at both GCSE and at GCE A level. Pupils are given a substantial amount of homework, but this is fundamental in bringing about the very high standards at the school. Homework is used very well to extend the work covered in class and to ensure that pupils have a secure grasp of the work.

**8. There is a very strong ethos that has a positive influence upon pupils' attitudes.**

9. There is a strong commitment to high standards in the school, which is linked, to an expectation of hard work. The quality of relationships among all that work in the school is also viewed as central to continued success. There is no acceptance of poor behaviour. A feature of the life of the school is found in its celebration of success. This is seen in the very effective use of praise in and outside classrooms.

10. Pupils respond positively to their education and there is mutual respect between teachers and pupils. Pupils take pride in their school and speak highly of their teachers. Pupils come to school expecting to learn and to make good progress. They are interested in their work, especially when lessons are purposeful and the quality of teaching is good. Most are happy at school and believe that it is a good school that will give them a good education. They are very loyal to the school and take great pride in its reputation. Behaviour in and around the school is excellent. Pupils move around the school in an orderly manner. Pupils

relate very well to their teachers and to other adults in the school. Attendance is well above average and there is no unauthorised absence.

**10. The headteacher provides excellent leadership. Raising pupils' standards of attainment within a positive learning environment is central to the work of the school.**

11.The headteacher provides excellent leadership and is fully committed to raising standards in the school. He has established a very clear direction for the work of the school and is very well supported by other members of the school's management team. This has lead to all staff sharing a collective determination to achieve the highest possible standards for their pupils.

12.A strength of the school is the rigorous approach it has to monitoring and evaluating its performance. The emphasis placed on improving teaching and learning is excellent. The school is rich in data and uses this exceptionally well to improve the standards that it achieves. Examination results are analysed in minute detail to determine where improvements could be made and result in, for example, changing an examination syllabus or teaching the content in a different way. Subject performance reviews are carried out regularly and, together with the analysis of examination results, are used to draw up action plans to improve standards of attainment. The results of this approach are clear in the improvement in teaching and the continued success of pupils in external examinations.

13.Development planning, at a whole school level is very good, with carefully identified priorities appropriate to the needs of the school. Priorities are clearly linked to raising standards and improving the educational experiences of the pupils. The school sets challenging targets for the standards which pupils achieve.

**13. The school's provision for pupils with special educational needs is outstanding.**

14.The management and leadership of special education needs is outstanding. There is a commitment to high achievement. A wide range of strategies is employed to identify pupils who require additional support and an appropriate educational programme is provided to suit their individual needs. The programme is remarkably flexible with the deployment of all support staff reviewed on a weekly basis. The success of the programmes is evident in the exceptionally high number of pupils that attain five or more passes at GCSE A\* to G. The individual education plans contain comprehensive targets and every pupil on the register of special educational needs has their own action plan for improvement. A strength of the school is the learning support staff who assist in the classroom. They are fully involved in the lessons and provide excellent support for pupils.

**14. The standards that boys attain have improved significantly.**

15.The standards attained by the boys have improved rapidly. The school realised that boys were underachieving and put in place very good strategies for improving boys' performance. They have addressed this underachievement most successfully, to the extent that boys are now achieving at the same high level as the girls at GCSE. Strategies have included: single sex groups; identifying syllabus content that boys find more interesting and providing texts that are more suitable to boys. Overall, however, the most important aspect is the school's focus on creating a culture, whereby boys value academic success.

15. **WHAT COULD BE IMPROVED?**

15. **There is no religious education programme for all sixth form pupils.**

16. Whilst the school's spiritual, social, moral and cultural provision is very good overall, it currently does not meet the statutory requirement for the provision of religious education for all sixth form pupils.

16. **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

17. To raise further the quality of education provided, the governors and senior management team should:

- (1) provide religious education for all pupils in the sixth form.

## (1) PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
28	36	23	12	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Y9 – Y13
Number of pupils on the school's roll	728
Number of full-time pupils eligible for free school meals	11

Special educational needs	Y9 – Y13
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	7.9

#### Unauthorised absence

	%
School data	0.0
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

(1)  
**the end of Key Stage 3**

**Attainment at**

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	65	88	153

(1) National Curriculum Test/Task Results	English	Mathematics	Science	
Numbers of pupils at NC level 5 and above	Boys	49	58	58
	Girls	75	76	71
	Total	124	134	129
Percentage of pupils at NC level 5 or above	School	81 (73)	88 (86)	84 (83)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	41 (43)	70 (66)	52 (64)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC level 5 and above	Boys	47	55	63
	Girls	84	75	81
	Total	131	130	144
Percentage of pupils at NC level 5 or above	School	86 (79)	85 (88)	94 (84)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	50 (48)	65 (56)	59 (61)
	National	31 (31)	37 (37)	28 (31)

*Percentages in brackets refer to the year before the latest reporting year.*

(1) **Attainment at the end of Key Stage 4**

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	71	74	145

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	47	71	71
	Girls	55	74	74
	Total	102	145	145
Percentage of pupils achieving the standard specified	School	70 (81)	100 (99)	100 (100)
	National	46.3 (43.3)	90.7 (88.5)	95.7 (94.0)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results	GCSE point score	
Average point score per pupil	School	49.5 (51.7)
	National	37.8 (36.8)

Figures in brackets refer to the year before the latest reporting year.

(1) **Attainment at the end of the sixth form**

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	53	88	111

Average A/AS points score	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
(1)	19.7	18.5	19.1 (20.5)	4.3	2.4	3.5 (2.8)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

Figures in brackets refer to the year before the latest reporting year.

(1)	Vocational qualifications	Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	20	12.3
	National		10.2



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	1
Indian	3
Pakistani	2
Bangladeshi	1
Chinese	1
White	713
Any other minority ethnic group	5

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	1	0
Chinese	0	0
White	17	1
Other minority ethnic groups	0	0

*This table gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y9 – Y13**

Total number of qualified teachers (FTE)	46.9
Number of pupils per qualified teacher	15.5

*FTE means full-time equivalent.*

#### **Education support staff: Y9 – Y13**

Total number of education support staff	18
Total aggregate hours worked per week	313

#### **Deployment of teachers: Y9 – Y13**

Percentage of time teachers spend in contact with classes	76
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#### **Average teaching group size: Y9 – Y13**

Key Stage 3	20.3
Key Stage 4	20.6

### ***Financial information***

Financial year	1998/1999
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	£
Total income	1 757 616
Total expenditure	1 735 188
Expenditure per pupil	2 417
Balance brought forward from previous year	59 803
Balance carried forward to next year	82 231

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	728
Number of questionnaires returned	75

(1)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	40	8	0	0
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	53	42	3	1	1
My child gets the right amount of work to do at home.	27	58	9	4	1
The teaching is good.	57	40	1	0	1
I am kept well informed about how my child is getting on.	48	43	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	63	31	5	0	1
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	43	48	7	1	1
The school is well led and managed.	67	28	3	0	3
The school is helping my child become mature and responsible.	59	37	4	0	0
The school provides an interesting range of activities outside lessons.	36	51	7	1	5