



Hayes School

Inspection Report

Unique Reference Number 101673
Local Authority Bromley
Inspection number 276570
Inspection dates 31 January –1 February 2007
Reporting inspector David Hornbrook HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive	School address	West Common Road
School category	Foundation		Hayes
Age range of pupils	11–18		Bromley BR2 7DB
Gender of pupils	Mixed	Telephone number	020 8462 2767
Number on roll (school)	1568	Fax number	020 8462 0329
Number on roll (6th form)	365		
Appropriate authority	The governing body	Chair	Mr K Quince
		Headteacher	Mr K Osborne
Date of previous school inspection	22 September 2003		

Age group	Inspection dates	Inspection number
11–18	31 January –1 February 2007	276570

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

Hayes School is a large comprehensive school serving an area in which parents have a choice between comprehensive, selective and single sex schools. Most students live within two miles of the school. Few students are eligible for free school meals and the number with learning needs or disabilities is well below average. The school is a specialist media arts college.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Hayes is a good school with outstanding features which has made impressive advances since the last inspection. Since his appointment in 2004, the headteacher has given inspiring leadership to an able, enthusiastic, and hard-working senior team. GCSE results have improved dramatically and from being largely isolated from the wider educational world, the school now participates in a number of productive partnerships. For example, the school plays a leading role in local and regional initiatives aimed at gifted and talented students. The commitment and energy of those steering the school have contributed to its growing popularity. As one parent said, 'I feel very fortunate that my daughter is at Hayes'.

The governors and the senior leadership team sustain a rigorous programme of improvement that touches all aspects of the school; comprehensive systems for monitoring activities at all levels have been introduced. At senior levels, discussions about performance and how it can be improved are rigorous and productive, although the school is aware that there is still work to do in engaging middle leaders in the same levels of scrutiny. While the school monitors the quality of teaching and learning in a number of ways, judgements are sometimes over generous.

Teaching is good overall, and some is outstanding. Teachers are skilled and knowledgeable in their subjects and this helps to give them authority in the classroom. They also know the students well. However, although they make their objectives clear to students and manage their lessons adeptly, teachers' planning does not always sufficiently take account of the need to challenge all the students in a class.

Students are very happy at Hayes, and the care, guidance and support provided for their academic and pastoral needs are outstanding. The school's system of staff and student mentors means that students know there is always someone to talk to. As one parent commented, 'The support that staff have given to both my children has been excellent.' At the same time, students and parents receive regular, detailed feedback on students' progress and those falling behind are quickly identified and remedial action taken.

The curriculum is well-matched to the school's intake and the aspirations of parents. However, the school recognises the need to enhance vocational options and the curriculum has recently been reviewed to give students clearer pathways of progression from Year 10 onwards. The range of additional activities offered students is extremely impressive; 'remarkable' according to one parent. Content with their options and well supported, students generally do very well in tests and examinations; in 2006, over 80% of students attained grades A* to C in five or more subjects. Students achieve well and reach high standards by Year 11. At the same time, the school is aware that a minority of students are not making as much progress in science as they are in other subjects and that some groups of girls are underachieving.

Effectiveness and efficiency of the sixth form

Grade: 2

The sixth form curriculum offers an extensive range of academic courses which largely meets the needs and aspirations of the 80% of Year 11 students who choose to stay on at the school. Teaching in the sixth form is good. Students are provided with excellent support and guidance and kept well informed about how they are doing. As a result, students' personal development is outstanding. The majority of students complete GCE A and AS level courses successfully and achieve results above the national average. A very high proportion enters higher education. Sixth form students take on a range of responsibilities and make a much-valued contribution to the life of the school. The school has a clear strategy for developing the sixth form offer in partnership with other post-16 providers in Bromley.

What the school should do to improve further

- Ensure that all groups of students achieve their full potential.
- Take steps to ensure the accuracy of its judgements about the quality of teaching and learning.

Achievement and standards

Grade: 2

Grade for sixth form: 2

Students enter the school with levels of attainment that are above average and most make good progress in Years 7 to 9. Significant numbers gain the higher levels in Year 9 tests. Students also make good progress in Years 10 and 11. In GCSE examinations, the proportion of students attaining grades A* to C in five or more subjects has been well above the national average for the past five years, and results in 2006 were the highest ever. Within this positive overall picture, the school's data show that some girls at the middle and upper end of the attainment scale are not achieving the results they might expect in English and science. Students' literacy and numeracy skills are good. Those with learning difficulties make good progress and many exceed the targets set for them. The standards reached by students in the sixth form are good. GCE A level examination results are above the national average and are continuing to improve; students are particularly successful in subjects linked to the school's specialist status. Although most sixth form students achieve results at, or above those predicted, in a few subjects, such as biology and chemistry, they do not do as well as they might.

Personal development and well-being

Grade: 2

Grade for sixth form: 1

Students' personal development and well-being are good overall, and outstanding in the sixth form. Apart from a few isolated incidents, behaviour is very good around the

school and in lessons, and students are courteous and polite. An anti-bullying charter developed in conjunction with the school council, together with the vigilance of teachers, ensure that students feel safe. Attendance rates are similar to those in other schools. The school is recognised as a 'healthy school' by the local authority and the emphasis it gives to the importance of healthy lifestyles is a significant strength. There is a comprehensive and high quality programme of personal and social education so that students understand, for example, the dangers of drugs and alcohol. They are also aware of the needs of those less fortunate, and successful fundraising initiatives are organised by sixth form 'charity prefects'. Students enjoy coming to school and are keen to join in activities and contribute to the life of the school; as one said, 'there are loads of activities to do'. They express their views and participate in decision-making in an active school council. Overall, students are effectively developing the skills they will need as independent adults.

Quality of provision

Teaching and learning

Grade: 2

Grade for sixth form: 2

The quality of teaching and learning is good. Inspectors observed no inadequate teaching and some lessons were outstanding. Teachers plan and execute a variety of activities to stimulate and engage students, who often have opportunities to work independently in pairs or small groups, and most use questioning skilfully to see how much students understand and to help them progress. Lessons go at a lively pace. Marking is thorough and conscientious and tells students clearly how well they are doing and what they need to do to improve. In a minority of lessons teaching is not sufficiently targeted at students' differing needs and levels of attainment so that they are not always appropriately challenged. Assessment information is used very effectively to help teachers and students identify areas of weakness and set targets for success.

Curriculum and other activities

Grade: 2

Grade for sixth form: 2

The school provides a broad, academic curriculum which meets statutory requirements. The effects of the school's media arts status are evident everywhere and not least in the stimulating displays around the school and in the use of media technology such as digital cameras to support learning. Citizenship is taught across the school and all students have the opportunity to take part in work experience. The range of extension and extra-curricular activities provided by the school is outstanding. 'Hayes offers a wonderful opportunity to be involved in a variety of activities', said one parent. Students take part in a wide range of sports, join foreign trips such as those organised to the Cologne Christmas market or the battlefield of Ypres, and become involved in orchestras, choirs and dramatic productions of all kinds. The curriculum has been

reviewed and reorganised for 2007/08 as the school recognises that it needs to provide more flexible pathways for progression with additional vocational options in Years 10 to 13.

Care, guidance and support

Grade: 1

Grade for sixth form: 1

The care, guidance and support given to students are outstanding and contribute significantly to their achievement and enjoyment. One Year 7 parent was particularly impressed by 'the friendly and welcoming environment which has made transition from primary school so easy.' The school works effectively with a number of external agencies and very careful tracking ensures that vulnerable students and others who need additional help are quickly identified. Staff are regularly updated about child protection procedures. Skilled teaching assistants and mentors provide excellent support and arrangements for sixth form students to act as mentors to younger ones are highly valued. The tracking of students' progress is outstanding. Regular, well-embedded, academic review days ensure that all students, including those with learning difficulties and disabilities, know their targets and what action they need take to improve. Students value the excellent advice and guidance they receive about option choices, careers and higher education.

Leadership and management

Grade: 2

Grade for sixth form: 2

Since the last inspection, the headteacher and his leadership team have succeeded in transforming Hayes into a high attaining school committed to continuous improvement. Management is innovative and challenging at all levels and full advantage is taken of a large number of partnership arrangements, such as that for the development of gifted and talented students. Senior leaders have a detailed grasp of the strengths and weaknesses of the school and the priorities for development, although they sometimes overestimate the quality of lessons. Similarly, achievement co-ordinators and heads of department make good use of a wide range of data to target improvement, although the school acknowledges that some need to develop a greater understanding of their roles. Teachers are observed in the classroom as part of a comprehensive system of performance management and in the course of carefully targeted departmental reviews. Governors are well-qualified for their responsibilities, confident and highly effective in the execution of their duties. The self-evaluation report gives a generally clear and honest assessment of the school's strengths and weaknesses but some key weaknesses in achievement do not receive sufficient prominence. The school manages its resources skilfully and the impressive progress the school has made in the past four years suggests that its capacity to improve is outstanding.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	2
The standards ¹ reached by learners	1	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	1
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of the inspection team to let you know the judgements we made about your school. We enjoyed meeting groups of you, talking to your teachers and visiting lessons. Your views are very important and helped us to understand your school. In the end we thought that Hayes School is providing you with a good education.

- We were impressed with all the extra things you can do at Hayes. We weren't at all surprised to hear that you enjoy coming to school!
- We thought that you were courteous and well-behaved and were impressed by your charitable work.
- We found that you do better at school than other young people across the country, and that every year your exam results get better.
- We thought that you are very well looked after at school. We particularly liked the way sixth form students are involved with helping the younger ones.
- We thought your headteacher and his team work extremely hard to help you do as well as possible at school. We think they have made huge improvements.

To make it even better we think your school needs to make sure girls do as well as boys in every subject and that all teaching is really good.

Thank you for taking part in the inspection, by talking to us about your work and your life in school. We were very impressed by your mature and reflective views.

David Hornbrook

Her Majesty's Inspector of Schools