



Haybridge High School and Sixth Form

Inspection Report

Unique Reference Number 116933
LEA Worcestershire
Inspection number 279953
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Brian Cartwright HMI

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

Type of school	Comprehensive	School address	Brake Lane
School category	Community		Hagley
Age range of pupils	11 to 18		Stourbridge, West Midlands DY8 2XS
Gender of pupils	Mixed	Telephone number	01562 886213
Number on roll	1100	Fax number	01562 887002
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	22 May 2000	Headteacher	Dr Melvyn Kershaw

Age group 11 to 18	Inspection dates 5 October 2005 - 6 October 2005	Inspection number 279953
------------------------------	---	------------------------------------

© Crown copyright 2006

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 three of Her Majesty's Inspectors of schools and one Additional Inspector.

Description of the school

Haybridge High School is now a mixed 11-18 comprehensive specialist Technology College with 1,135 students on roll split between two sites. It is a Leading Edge School and a training school. Reorganisation in 2004 incorporated a local middle school. The socio-economic background of students is favourable compared to the national picture. There are a low number of students whose first language is not English. The proportion of students with special educational needs (SEN) is low, as are the numbers of students from minority ethnic backgrounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Haybridge High School is outstandingly effective. It succeeds in its aim to be 'an innovative, energising school for both students and staff', because it continuously and rigorously evaluates the impact of its provision on students, then further improves the quality of their education, and has accurately evaluated its own effectiveness. It unswervingly strives to develop a personal curriculum that motivates and inspires students to achieve well beyond national expectations. Student personal development takes absolute priority; every child really does matter. All students access this rich experience, whatever difficulties they encounter, and all thrive as a result.

Previous inspection issues have been resolved. The capacity to further improve is well illustrated by the thoughtful approach taken to reorganisation, resulting in rapid improvements in achievement for students at Key Stage 3. The immaculate way students in Year 7 and Year 8 wear their uniform with pride testifies to their identification with Haybridge.

Good training programmes equip staff to meet the high professional demands of the school. Expectations of students and staff are very high. The school sets and strives to reach deliberately demanding targets because this engenders a rewarding motivational ethos.

There are extensive links with outside organisations, especially in relation to work related learning, enterprise, careers, personal, social and health education (PSHE) and citizenship. This high quality provision is impressively integrated with the overall programme for personal and social development, very effectively developing the present and future well-being of all students. Technology College status allows local learning communities to share school expertise, as intended by governors. The school provides outstanding value for money, using specialist funds very well in support of its educational goals.

Effectiveness and efficiency of the sixth form

Grade: 1

The sixth form is outstandingly effective because of its focus on student achievement, care and support. The school's view had not fully recognised the rapid impact of recent leadership and management changes. Personal development and well-being is effectively evaluated by the scrutiny of data, observation of lessons and discussions with staff and students. Students receive excellent careers guidance and there is parity of esteem between vocational and academic programmes. Students value the prompt responses of staff to any concerns. Students are fully involved in decisions to develop and improve quality of provision. There is a highly effective and well monitored programme that encourages students to take responsibility for independent learning.

What the school should do to improve further

- continue to strengthen the innovative and energising educational provision.

Achievement and standards

Grade: 1

Standards are exceptionally and consistently high. The 2005 Key Stage 3 results showed a significant improvement in English so that now English, mathematics and science perform well above national averages. The percentage of students who get five or more higher GCSE grades is well above the national average. In the sixth form students also achieve standards well above the national average. The school sets extremely tough targets to ensure greater challenge, which they generally meet. This high-attaining school is not complacent. Its thorough analyses of results show that it can further improve some subjects, and some groups of students. For example, at Key Stage 3, a strong emphasis is being given to literacy to support students' progress in English.

The rich curriculum, imaginative and inspiring teaching and high expectations of teachers ensure students, regardless of background, enjoy outstanding achievement overall. Students generally have high standards when they start at the school. All make good progress, with most students making outstanding progress. Students with SEN are well supported and make good progress. Despite the more modest 'good' evaluation by the school, inspectors judge the achievement of learners in the sixth form also to be outstanding.

Personal development and well-being

Grade: 1

The personal development of the students is outstanding. Every opportunity is taken by students to be independent, work cooperatively and take on roles of responsibility, both in school and the local community. They confidently voice their views in lessons and through the very effective school council, knowing that their opinions are valued and acted upon quickly. The council is actively involved in choosing new teachers for the school and council members are forthright in their interview techniques. They are rightly proud of their achievements.

There is a mutual respect between teachers and students that results in outstanding behaviour. Students enjoy learning and appreciate each other's views on a wide range of issues. Attendance is very good and the vast majority of students return to the sixth form to follow courses that meet their interests and future work and study requirements. They are exceptionally well prepared for successful future economic well-being.

The students conduct themselves safely and are aware of the importance of a healthy lifestyle. The school provides a healthy food counter, but the students still tend to favour the less healthy options on offer. Students' spiritual, moral, social and cultural development is outstanding overall, although the school could do more to celebrate multicultural diversity.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding and as a result the outcome for learners is exceptionally good. Over half the observed lessons during the inspection were judged to be outstanding. There is a focus on innovative, interactive lessons that engage and inspire students. Learning support assistants are very effectively deployed to support learning. Learners genuinely enjoy being at school and find lessons exciting and 'energising'. Students are well motivated and interested in learning. Attitudes to learning are excellent as a result of enthusiastic and supportive teachers using interesting and varied teaching strategies that challenge and motivate students. Students are often eager to contribute, to share knowledge and to learn from each other.

Learners know how well they are doing and are taught very effectively to understand the assessment objectives and requirements. Assessment is thorough and accurate, regularly integrated into teaching and thoroughly embedded into the school's culture. Learners know how they might improve and are given excellent guidance and support to do this. They are set targets which they understand and which are regularly reviewed. Homework is a regular and a valuable contribution to their learning. Teachers' expectations for students are high and these are conveyed effectively to learners. Behaviour management, assessment and the clarity of lesson objectives are exemplary.

Curriculum and other activities

Grade: 1

The curriculum is outstanding because it enthuses students through being broad, rich, relevant and engaging. The school personalises and respects choices made by students, enabling an appropriate pathway that maximises their achievements. The school responds well to the needs of all of the students and works very effectively with outside agencies and providers. Students are able to enter early for some public examinations when they are ready and the school has developed appropriate courses to further extend these students. A large number of activities outside lessons are available to students and the majority participate. Students said these made school even more enjoyable.

The school provides very good opportunities for students to develop economic awareness and incorporates vocational courses in both Key Stage 4 and the sixth form. Students are taught how to maintain healthy lifestyles and healthy eating. A religious education programme is now available for sixth form students.

The impressive work related learning curriculum that all students follow as part of their personal and social development is innovative, ensuring that all learners are able to achieve and improve their present and future economic well-being. Enterprise skills are a part of this provision and this is being restructured imaginatively to ensure delivery through all subjects.

Care, guidance and support

Grade: 1

The school provides outstanding care for its students. If they need to, students feel confident to talk to a teacher or one of the many student mentors available to them. The school trains sixth form volunteers effectively in the skills needed to act as buddies and mentors. Staff are fully conversant with the exemplary child protection procedures.

The range of checks that ensure students reach their academic and personal potential is extensive and very effective. Teachers are reflective and meticulously plan for every foreseeable eventuality, starting from before the students arrive in Year 7 to planning for the next stage of their education or work beyond school. Students with learning disabilities and difficulties are very well supported. Parents are fully involved in these arrangements for support. The school works successfully with a wide range of professional agencies to provide the best support it can. There are very good procedures in place to deal with any incidents of bullying or racial harassment.

Leadership and management

Grade: 1

Leadership and management are outstanding. The school strives to ensure each student follows a motivating curriculum that will meet their future needs. The key strength is the school's systematic self-review. Governors, staff and students regularly complete written surveys and reports on all aspects of school. Parents overwhelmingly value the quality of education, yet the school still responds seriously to individual concerns. The degree to which self-evaluation is done at all levels and the swiftness of the school's response to the outcomes are outstanding. For example, departments report every term to governors via their attached senior leaders on the quality of the department's teaching and learning, using lesson observation, work scrutiny and student interview as evidence. The school also ensures staff professional development is geared to maintaining their commitment and motivation, for example by using staff to help train and deliver good practice to other schools, student teachers and visiting professionals.

Inclusion is at the heart of the school's high quality curriculum, care and guidance for students, and as a result every child really does matter to the school. The calibre of leadership, from governors, headteacher and senior leadership team is outstanding. This is matched by equally capable contributions from middle managers. As a result, students thrive in this rich and dynamic climate for learning, taking a full part in their education, and exceeding expectations in respect of their attainment on entry to the school.

Outstanding governance has ensured standards have risen despite enormous upheavals as part of reorganisation and the resultant complex building project. The governors have resolutely maintained the school's community outreach work.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	1	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	2	
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	1	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
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; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
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, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Haybridge High School & Sixth Form Brake Lane Hagley Stourbridge West Midlands DY8 2XS

6 October 2005

Dear Students,

Thank you for your enthusiastic responses and excellent behaviour during our visit to your impressive school. We enjoyed meeting with you and your teachers. Your forthright comments helped us to get a clear understanding of school life and of your strong sense of loyalty to the school.

We are delighted to report that your school is outstanding. You confidently enjoy learning here and feel safe and secure. Your 'Student Voice' plays a vital part in maintaining the very high quality of education that you are experiencing. You confirmed that when things do go wrong, the school swiftly puts them right. The school has very talented staff, who are teaching you exceptionally well. You, in turn, respond with outstanding attitudes to learning and very hard work. You fearlessly ask questions when you are unsure of your understanding, and work in partnership with your teachers to set personal targets for improving your work. This, in combination with a brilliant 'options' curriculum that prepares you well for the future, means you gain very high standards in examinations. You also enjoy a wide range of high quality clubs and activities, with almost all of you taking part.

There is room for some straightforward improvements. We think that although the school teaches you well about healthy living, a number of you are still choosing quite unhealthy meals. The building work is making day-to-day movements a bit cramped, and adds to teachers' workload as they travel between sites.

We are sure you will thrive at this fantastic school and do very well indeed!

Yours sincerely

Brian Cartwright HMI Lead Inspector