



# Haygrove School

## Inspection Report

**Unique Reference Number** 123882  
**LEA** Somerset  
**Inspection number** 281582  
**Inspection dates** 25 January 2006 to 26 January 2006  
**Reporting inspector** Anne Looney HMI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Durleigh Road
<b>School category</b>	Community		Bridgwater
<b>Age range of pupils</b>	11 to 16		Somerset TA6 7HW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01278 455531
<b>Number on roll</b>	1035	<b>Fax number</b>	01278 427972
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mal Treharne
<b>Date of previous inspection</b>	15 January 2001	<b>Headteacher</b>	Mr Robert Ward

Age group	Inspection dates	Inspection number
11 to 16	25 January 2006 - 26 January 2006	281582

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## Introduction

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

## Description of the school

Haygrove is a popular and over-subscribed school of average size. Learners come from a range of primary schools, some of which are in the town and some of which are very rural. Few learners are believed to have English as an additional language and the percentage of learners with learning difficulties or disabilities is low. The percentage of learners eligible for free school meals is below average. Attainment on entry is broadly average. The school has had specialist school status in languages since 2003.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The overall effectiveness of the school is good, in keeping with the school's own judgement. All learners make good progress over their time at the school. Learners make particularly good progress between the time they join the school and the end of Key Stage 3. Although GCSE results in 2005 were significantly above average in the percentage of learners gaining five higher grades, they were lower than in previous years. The school strenuously investigated this and put effective measures in place to improve standards in the current Year 11. This is a clear indication of the school's good capacity to improve. The school's self-evaluation and evidence from the inspection show that the school has an accurate and detailed view of its strengths and areas for development. Progress on some of its targets in the school improvement plan, however, notably those related to assessing learners' progress, is slow. The contribution the school makes to learners' personal development is good. Behaviour in lessons is uniformly good and learners have a well developed sense of right and wrong. They make the most of the opportunities provided to help them maintain a healthy lifestyle. Although there are effective systems in place to deal with the infrequent incidents of bullying, some learners are unaware of, or unwilling, to use them. Classroom teaching is good. The quality of assessment is not as consistent as it might be in guiding learners on how they might improve and in tracking their progress towards any targets set. The school has a regular and thorough system of monitoring and evaluating the quality of work done by teachers in subject and year teams and is making clear progress on involving all middle managers in this evaluation. The curriculum is broad, engaging and well matched to the learners' needs. The broad range of activities outside the classroom is a strength of the school and one which greatly adds to learners' enjoyment. Support given to learners with learning difficulties and disabilities is also a strength. The impact of the specialist school status on the school has been good, both in terms of achievement in languages and in the manner in which it has broadened the horizons of the learners in terms of other cultures. The school provides good value for money.

### **What the school should do to improve further**

- ensure that all learners understand and are involved in an assessment of their work
- improve the consistency of teachers' monitoring of progress towards targets
- ensure that all learners, parents and carers are aware of, and use, the existing systems of support should they have concerns over bullying.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. Learners make good progress over their time at the school and there is no significant difference between boys' and girls' achievement. Learners enter with broadly average attainment in Year 7 and, by Year 9, standards in English, mathematics and science are well above the national average. Although there was a slight drop in 2005, English and science results were in the top

25% nationally, and mathematics in the top 10%. The school sets itself very high targets and regularly exceeds them. All learners achieve well over the key stage. GCSE results in 2005 were significantly above average in the percentage of learners gaining five higher grades but slightly lower than in previous years. The school has strenuously investigated this and has put effective measures in place to improve attainment in the current Year 11. These include more rigorous monitoring and intervention to address potential underachievement in the current Years 10 and 11. Learners with learning difficulties and disabilities achieve just as well as others given their starting points. Higher attaining and gifted and talented learners achieve well in separate sciences, mathematics and languages. The specialist status has had a good effect on the standard of education in the school. The targets in languages set at Key Stage 3 have been met in full, and at GCSE, although boys did not do so, girls met the challenging targets in French. German targets have not yet been met.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Learners enjoy coming to school and taking advantage of the many opportunities it offers. Attendance is at least satisfactory and the school is making efforts to improve this. Behaviour in lessons is uniformly good. Around the school, outside lesson time, there are instances of boisterous behaviour. Learners are aware of some instances of bullying but are confident that this is not widespread. There are effective systems in place for dealing with any such incidents. Some learners, however, are uncertain about the steps that teachers take to deal with such incidents and prefer to seek help from the representatives of the pupil consultative committee. The rate of exclusions from school is below average and the school makes effective efforts to reintegrate excluded learners into school and prevent re-offending. Learners respond thoughtfully to opportunities to reflect on some of life's major issues. For example, a group studying the holocaust empathised thoughtfully with the plight and suffering of its victims. They have a clear sense of right and wrong and their sense of their responsibilities as members of society is well developed. They respond well to the opportunities which they are given to help them understand a range of cultures other than their own. Learners understand the importance of eating a healthy diet and appreciate the more balanced menu now available in the canteen; but many are reluctant to avoid their favourite foods in order to take full advantage of this. The physical education department is particularly effective in the way it values every learner by offering a programme of physical activity suitable to individual needs. As a result, learners are very aware of the benefits of physical exercise and fitness. Learners gain a clear understanding of the world of work through the good links which the school has with the community and through the programme of careers advice.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and its impact on learning is good. The teachers have established a safe learning environment where learners feel encouraged to explore, debate, research and express feelings without fear of ridicule. The teachers set objectives which identify clearly how much progress learners should make in lessons. Lessons are interesting and often inspiring. Questioning often really challenges learners to think about their response. Occasionally, it is the same learners who answer all the questions, making it difficult to assess what the others know. The learners work well together and are well motivated to improve further. The teachers know their learners well and ongoing, constructive remarks in lessons from the teachers and learners lead to good progress. Learning support assistants are effectively deployed by teachers to support learners. In the best lessons, learners are able to improve further because teachers help them understand what level they are working at and what they need to do to reach the next level or grade. This good practice is not consistent in all subjects. Learners do not always record their targets in their planners. However, there are some examples of very effective assessment in some subjects, and with some teachers, which the learners value.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good because it is broad, relevant and engaging. The school is flexible and respects choices made by learners, enabling learners to follow courses that match their needs and maximise their achievements. The school responds well to the needs of all learners and works very effectively with outside agencies and providers. Learners are able to enter early for some public examinations when they are ready and the school has developed appropriate courses to further extend these learners. Learners have many and varied opportunities outside lessons to broaden their education. They can participate in cultural and language visits, get involved in the arts and take part in a broad range of sporting activities. It is a particular strength in physical education that learners have extensive opportunities to develop work and communication skills by working with younger learners and those with special learning needs. Learners said that these extra curricular activities made school even more enjoyable. Almost all subjects have been positively influenced as a result of the school's specialist language status. The school has been particularly successful in developing the multicultural aspects of the curriculum through its links with Africa, Japan and Mexico. Business links have been well established with local firms and have resulted in a greater understanding of world economics. The school researches thoroughly any changes to the curriculum and ensures that all learners' needs are met. Work related learning skills are effectively interwoven into courses and there is a good work experience programme. It is a strength that the vast majority of learners go on to further education.

## **Care, guidance and support**

### **Grade: 3**

The quality of care, guidance and support given to learners is satisfactory overall, although some aspects are good. The support which is given to learners with learning difficulties is a strength of the school and as a result these learners gain confidence while progressing at the same rate as their peers. Learners who are at risk of not attending regularly or who are in danger of being excluded from school are well supported and the school makes appropriate use of the help of outside agencies. The school takes appropriate measures to protect learners from risk by, for example, thorough assessment of any potentially risky aspects of trips out of school. There are appropriate child protection procedures in place. There is some inconsistency, between subjects and year groups, in the amount of guidance and information which learners are given about the targets for their work. Not all learners know their targets or are involved in tracking their own progress towards those targets. The school is aware that this is a priority area for development and is taking steps to improve both the systems and the level of consistency.

## **Leadership and management**

### **Grade: 2**

The school's leadership and management are good. There are good systems in place to ensure efficient and effective management on a day-to-day basis. The headteacher and his leadership team, supported by an effective governing body, provide a clear direction for improvement and create a strong feeling of common purpose and focus on achievement amongst the staff. A significant example of this is the way the school reacted so quickly to the less successful GCSE results in 2005 and put in place strategies to help staff monitor the situation better this year. The quality of the school's improvement planning is good. Its detailed selfreview has accurately identified its many strengths and appropriate areas for development. Progress in some areas, however, has been slow, notably those related to assessment and monitoring of learners' progress. Parents' and carers' views do not form a key element of the self-review and a significant minority of the parents and carers who responded to the inspection questionnaire did not feel that their suggestions and concerns were taken into account. The majority of parents and carers who responded, however, expressed a high level of satisfaction with the school and the staff, and this shows good confidence in the leadership of the school. The work of the subject departments and year teams in the school is monitored thoroughly and regularly by senior managers who scrutinise learners' work and elicit their views on the subject. The quality of subject teaching is also monitored well in these reviews and the school is making good progress in its plans to involve all middle managers in the process of observing and evaluating teaching in their teams. The school provides good support programmes for those teachers whose teaching needs some improvement. As a specialist language college, the school has established good links with local primary schools and has played a key role in the development of the scheme of work for early language learning in the county. The school also provides well for the community through summer schools for talented

linguists and through thriving adult education classes. International links have also been set up and have provided learners with valuable insights into other cultures. The school makes very good use of cramped and ageing accommodation and provides good value for money. The new language block was well planned and provides a first rate learning environment.





## Inspection judgements

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

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils I am writing on behalf of the inspection team to let you know the judgements we made about your school. Thank you for making us welcome and giving us your time. • we believe your school is a good school • the school helps you make good progress by teaching you well and by planning a range of courses to suit everyone • the headteacher and the teachers are very keen to ensure that you do the best that you can and are proud of your achievements both in the classroom and outside of it • you tell us that you enjoy lessons where you feel well supported and you also enjoy what your school has to offer out of school hours; you particularly appreciate the range of sporting activities which are available to you at the school • we saw that you behaved well in lessons • the school gives very good support to pupils who • find learning difficult • the fact that your school is a specialist language school has brought benefits, not least the well equipped new building! Your school's links with other schools and countries have grown and these contacts have given you an insight into other cultures. Your school needs to: • involve you more in the way your work is assessed • set you targets and regularly make sure that you are on course to meet those targets • ensure that you and your parents or carers are really clear about what you should do if you have any concerns over bullying behaviour at your school. With best wishes Anne Looney HMI Lead inspector