



Hayesfield School Technology College

Inspection Report

Unique Reference Number 109292
LEA Bath and North East Somerset
Inspection number 285592
Inspection dates 17 May 2006 to 18 May 2006
Reporting inspector Peter Griffiths HMI

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

Type of school	Comprehensive	School address	Upper Oldfield Park
School category	Foundation		Bath
Age range of pupils	11 to 19		BA2 3LA
Gender of pupils	Girls	Telephone number	01225 426151
Number on roll	1169	Fax number	01225 427005
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	18 September 2000	Headteacher	Ms E Draisey

Age group	Inspection dates	Inspection number
11 to 19	17 May 2006 - 18 May 2006	285592

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Introduction

School Technology College

Description of the school

Hayesfield is a very popular girl's school with a co-educational sixth form. The school is in its second phase as a specialist technology college. The school has relatively few pupils from minority ethnic backgrounds. The proportions of pupils with learning difficulties and with a statement of special educational need are below average. The school serves socio-economically diverse communities across the city of Bath.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hayesfield is a good school with some outstanding features. The leadership and management of the school are good. The senior leadership team has a very good understanding of the school's effectiveness and what needs to be done in order to continue to improve. The school has implemented an effective range of strategies that have ensured that pupils of all abilities make good progress and achieve well.

The good teaching ensures that pupils show positive attitudes to their work and make very good progress. The teachers' good subject knowledge and detailed planning lends confidence to their teaching styles which engage pupils. The enhanced curriculum is well matched to the pupils' needs so all can succeed. Pupils' behaviour is well managed and relationships are good.

This is a school where every child matters. The pupils are extremely well cared for and feel safe and this is contributing to their desire to do well. Pupils enjoy coming to school. Many take part in the wide range of extra activities. The vast majority of parents are very happy with the school and all it offers.

The school has clearly demonstrated that it has a strong capacity to improve. It has successfully addressed all the weaknesses identified at the time of the last inspection. This has been accomplished alongside the drive to improve learning and achievement and its successful development as a specialist technology college. The school has formed excellent working partnerships that have contributed to the achievement and well-being of the pupils. The school uses its resources very effectively and provides good value for money.

Effectiveness and efficiency of the sixth form

Grade: 2

The sixth form, as the school knows, is good. The number of students entering the sixth form is steady: an increasing number stay on into Year 13. Students are encouraged to have high expectations and are supported by very effective monitoring of their academic progress. Standards are high. Examination results are thoroughly analysed and weaknesses addressed. Students benefit from the broad curriculum that includes curricular activities focusing, for example, on adopting healthy lifestyles and developing team working skills. Resources are managed well and the leadership of the sixth form is good.

What the school should do to improve further

- Combine the good practice in monitoring pupils' progress and setting targets developed by departments and year teams into a single school process.
- Involve a wider range of middle and potential middle managers in monitoring and evaluating the school's effectiveness through its programme of departmental reviews.

Achievement and standards

Grade: 2

Pupils' attainment on entry to the school varies from year to year. Tests carried out early in Year 7 indicate that a minority of pupils have weak literacy skills. Despite these initial weaknesses for some pupils, during Years 7 to 9, all make good progress. In 2005, the attainment of Year 9 pupils in English, mathematics and science was above the national averages. Pupils did particularly well in science and mathematics. In Years 10 and 11, pupils, including those with learning difficulties, also make good progress. In 2005, the percentage of pupils attaining five or more higher GCSE grades was at the national average, but it was significantly above the average for those gaining five or more GCSE higher grades that included mathematics and English. Progress was outstanding in English and good in many other subjects. In subjects where achievement was less secure, the school has taken active measures to improve it.

Students in the sixth form do very well and their achievement on both the academic and vocational pathways is good. Results in advanced level subjects were in line with or above average. Boys join the school in the sixth form and generally do well, although a few do not reach the high target grades set for them.

The school works hard to raise the achievement of different groups of pupils. For those with lower attainment, it actively challenges their view of themselves, so they begin to believe they can succeed. Pupils with learning difficulties are exceptionally well supported by both specialist and other staff. The school has an innovative whole-school approach to meeting their needs. Good computerised records assist staff in tracking each individual's unique requirements.

Personal development and well-being

Grade: 1

The personal development and well-being of the pupils are outstanding as is their spiritual, moral, social and cultural development. In a number of curriculum areas and in assemblies, pupils reflect on ethical and moral issues. Pupils' spiritual development is good; they explore their beliefs and values and communicate their feelings in a variety of ways, such as through music, art and drama.

Pupils enjoy school. They feel safe and particularly well cared for. Their attitudes and behaviour are good, both in lessons and around the school. Attendance is satisfactory and improving each year, with most pupils having exemplary attendance records.

Pupils' social awareness is outstanding; they are aware of those in need and regularly raise funds for charities of their own choosing. They work well together and the team approach is apparent in lessons, extra-curricular activities and sporting activities. The pupils' voice is heard through the school council. Pupils readily identify issues and propose solutions. This they have done extremely effectively and can identify a number of developments to which they have made a much valued contribution.

Pupils have an excellent understanding of the value of adopting a healthy lifestyle. The quality of work in pupils' health portfolios shows their commitment to this area

of life. They have made a major contribution to the development of healthier meals. Significant numbers of pupils engage in sporting activities outside the school day. Pupils are always eager to take on responsibilities. For example, Year 8 pupils have volunteered to 'buddy' younger pupils and Year 9 and 12 pupils help organise lunchtime and after school activities and clubs.

Pupils are well set to become active, responsible and productive citizens. Sixth form students successfully compete in Young Enterprise and take part in the many opportunities to enhance their learning outside lessons, including a variety of community based activities.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good in both the main school and the sixth form. Pupils make good progress in nearly all lessons. They enjoy learning and are keen to do well. Lesson planning is consistently good. The best lessons proceed at a cracking pace, with teachers setting appropriate levels of challenge for all pupils. In response, pupils work hard and develop high levels of confidence and independence.

In some lessons, the range and quality of teaching methods are outstanding. Games, group work, changes of pace, stimulating resources and peer reviews are all used effectively to stimulate pupils and keep them involved. In less successful lessons, not enough attention is paid to individual needs and the pace can be pedestrian or the work mundane.

The school's technology college status has had a positive impact on teaching. Teachers have embraced new technologies and use information and communication technology (ICT) very effectively for planning, teaching and assessment.

The school knows its strengths and weaknesses in teaching and learning. There is a very good and imaginative programme of development. The flexible approach has meant that teachers are keen to improve and learn from each other.

Curriculum and other activities

Grade: 2

The curriculum is good and meets statutory requirements. It caters very well for the needs of pupils of differing abilities. In Years 10 and 11, a range of academic and vocational courses is available and new courses have recently been introduced to extend choice. An outstanding feature of the Key Stage 4 programme is the flexible pathway provided for those pupils who wish to follow a vocational route. The excellent links with a local college enable these pupils to gain a wide range of vocational qualifications. In the sixth form, a good range of traditional and vocational courses are available. The school's specialist technology status has had a positive impact on

the numbers of sixth form students opting for science, mathematics and technology subjects.

Good arrangements are in place to develop pupils' ICT and numeracy skills; the provision for literacy is less well developed. Citizenship, careers education and personal health and social education programmes are comprehensive and are well taught by a specialist team.

The school organises an extensive range of opportunities to enrich pupils' experiences. These include short courses in Years 7 to 9 to develop key skills and curriculum extension days. The increasing range of curricular activities is very popular with pupils.

Care, guidance and support

Grade: 1

The quality of care for all pupils is outstanding. Pupils of all ages feel that the school is a safe environment and are confident that the staff will help them to deal with any problems that arise. They report that bullying is rare and when it occurs it is discussed with staff and dealt with quickly and effectively. The pastoral support that pupils receive from tutors both during individual monitoring sessions and tutor time is outstanding. Such sessions are encouraging pupils to strive to do their best. Outside agencies are involved when necessary and provide excellent support.

Procedures for monitoring pupils' academic progress are outstanding. Subject departments and Year teams have developed detailed recording systems that ensure that teachers are well placed to advise pupils and their parents about the standard of their work and what they need to do to make further progress. The outstanding practice that exists in monitoring pupils' progress and setting targets might be developed into a single school process. Child protection procedures are in place and staff have received appropriate training. Health and safety procedures around the school are robust.

The well planned induction activities, which include a residential camp that all enjoy, help Year 7 pupils to settle in quickly to school life. Pupils are thoroughly prepared for the world of work and its economic challenges, and they flourish in the variety of work placements.

Leadership and management

Grade: 2

Leadership and management of the school are good, with some outstanding features. The headteacher's outstanding communication and team building skills have ensured that all members of the school community have contributed to the development of an inclusive ethos, where pupils feel valued and safe and where relationships are very good. With the support of colleagues in the senior leadership team, the headteacher has achieved a common sense of purpose in all staff and has provided a clear direction for developments in the school. There have been considerable improvements since the last inspection, for example in the development of ICT, and the school is well placed to improve further.

The senior leaders have reviewed strategies to raise pupils' achievement. Programmes, such as the broadening of the Key Stage 4 curriculum to meet the needs of all pupils, are in place and contributing to pupils' raised expectations. A review of data on pupils' attainment and progress has identified the outstanding practice that is in place in a number of departments. Similarly, heads of year have developed excellent systems for tracking pupils' progress against academic targets. Such outstanding practice might usefully be shared to ensure the implementation of a whole-school approach to the effective use of data.

Monitoring and evaluation procedures are outstanding. The procedures for departmental reviews are exceptional. Departments produce a self-evaluation report. The senior leadership team inspect teaching and learning, scrutinise pupils' work and interview teachers and pupils. The subsequent report is used by the department as the basis for their action plan. The senior leadership team ensures all development needs arising from the reviews are met. To help to ensure consistency of judgements and to share good practice, heads of department are involved in the review process. This practice might usefully be broadened to include other current and potential middle managers.

The senior leaders and governors have a clear and accurate view of the school's strengths and weaknesses. Governors are hard working, committed to the school, and are focused on achieving excellence. They provide a good balance of challenge and support and act productively as critical friends. They are increasingly involved in departmental reviews. Overall, the school provides good value for money and makes effective use of its resources and the well maintained accommodation.

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

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; 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	2	
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	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
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

I am writing on behalf of the inspection team to let you know the judgements we have made about your school. Thank you for taking part in the inspection by talking to us about your work, your life in school and all that you do.

We believe your school is providing a good quality of education.

The headteacher and the staff have your best interests in mind. They work tirelessly to ensure that you are successful in all that you do.

You, through the school council and other groups, play an important part in improving the school and your ideas are acted upon.

You enjoy coming to school and participate well in lessons and the out of school clubs and activities.

You are clear about the differences in the quality of the teaching between lessons that are challenging and fun and those where you are not actively involved.

Another key reason for your success is how well you are cared for.

The vast majority of you and your parents are very happy with the school and all that it offers.

Becoming a specialist technology college has contributed to the higher standards you are achieving and has improved the resources particularly those for information and communication technology (ICT). We have asked your school to:

combine the good practice in monitoring your progress and setting you targets for improvement developed by departments and year teams into a single school process

involve a wider range of middle and potential middle managers in monitoring and evaluating the school's effectiveness through its programme of departmental reviews.

Yours faithfully

Peter Griffiths Her Majesty's Inspector