

# Haydon School

## Inspection report

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<b>Unique Reference Number</b>	102441
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	286378
<b>Inspection dates</b>	6–7 June 2007
<b>Reporting inspector</b>	John Kennedy HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	1985
6th form	543
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr T Hill
<b>Headteacher</b>	Mr P Woods
<b>Date of previous school inspection</b>	3 February 2003
<b>School address</b>	Wiltshire Lane Eastcote Pinner HA5 2LX
<b>Telephone number</b>	020 8429 0005
<b>Fax number</b>	020 8429 0088

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## Introduction

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

## Description of the school

Haydon is a larger than average, over-subscribed comprehensive school with a large sixth form. Students are drawn largely from the immediate residential area. Most come from economically advantaged homes and the proportion of those eligible for free school meals is below average.

Most students are of White British origin although there is an increasing minority ethnic population. Over a quarter of students are from minority ethnic backgrounds, the largest proportion of whom are of Indian heritage. There is an above average proportion of students for whom English is not their mother tongue, with a small number at an early stage of learning English. The proportion of students with learning difficulties and/or disabilities is below average. The school has specialist status as a Language College.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Inspectors agree with one of the parents of Haydon School who wrote: 'I am extremely happy with all aspects of the school, I hope you will be too'. The school is outstanding with students reaching standards consistently well above average. The vast majority of students make excellent progress by the time they leave the school or sixth form. This excellent achievement can perhaps best be summed up in a recent letter to the school from the School's Minister: 'you are amongst the top performing schools this year based on sustained improvement at GCSE'.

The particularly positive relationships between teachers and students ensure an excellent climate for learning. The school clearly meets its stated aim of 'encouraging individual excellence in a caring community'. The outstanding personal development and well-being of students are testimony of its very strong systems for academic and pastoral support, particularly for managing behaviour and supporting vulnerable students. A much improved personal, social, health and citizenship education (PSHCE) curriculum and other curriculum areas such as religious education contribute significantly to the students' outstanding spiritual, moral, social, and cultural development.

Students enjoy their education and feel there is a strong community spirit in the school. They develop as mature and confident young people well prepared to be responsible members of society. They respond well to excellent teaching and an outstanding curriculum that is innovative and flexible in meeting their needs. The singular interest taken in the welfare and learning of each student is reflected in the outstanding progress they make.

The headteacher and his leadership team are outstanding, particularly in the impact they make on outcomes for students. The school has progressed very well since the last inspection, is aware of the need to continually do better and has an excellent capacity to make further improvements. It is aware of the need to have a sharper focus on planning based on its accurate view of strengths and areas for development. The school is popular with parents. Recent results from a parental survey and views expressed to the inspection team indicate that the majority are very happy with the school. Some concerns by a very small number of parents about the behaviour of a few students and the variability of some teaching have been brought to the headteacher's attention. School leaders are not complacent and have recognised, for example, the need to continue to improve teaching, so that it is more consistent at the highest level.

## Effectiveness and efficiency of the sixth form

### Grade: 1

The outstandingly effective comprehensive sixth form enables students to make excellent progress in relation to their starting points and achieve consistently high standards. The school has an open access policy and is particularly effective in enabling those who enter the sixth form with low grades to exceed their potential. High retention rates reflect students' positive attitudes and many join the sixth form from other schools.

All the strengths identified in the main school are present in the sixth form. Students speak very highly of their teachers and are appreciative of the passion they show for their subjects and their skill in helping them to become effective independent learners. Students manage to balance high academic achievement with taking the time to make a very strong contribution to the school through support for younger students, and pupils in some neighbouring schools. Leadership and management of the sixth form are outstanding. Leaders are focussed on ensuring

that students do as well as they can. Students respond very well with, for example, 84% continuing their education at university in 2006.

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

- Promote outstanding teaching and learning across the school within and across departments, so that it is more consistent at the highest level.
- Improve the quality of self-evaluation so as to provide a sharper focus for school development planning.

## **Achievement and standards**

### **Grade: 1**

#### **Grade for sixth form: 1**

Students' achievement is outstanding at all key stages and standards are consistently well above average. When measured against previous attainment, progress is outstanding. Entering the school with standards just above average, students in 2006 made very good progress in Years 7 to 9, achieving particularly well in English. Students completing their GCSE examinations made exceptional progress achieving standards well above the national average and the school's own challenging targets. The high proportion of students gaining five or more GCSE grades A\* to C is consistently well above average; a pattern which has been rising steadily over the past few years at a rate above national averages. In the last two years individual students have been amongst the top 5 in the country in particular subjects, such as English literature, business studies and sociology. Sixth form students make outstanding progress across the range of accreditation. In 2006, students achieved exceptionally well in a range of subjects, for example law, media studies and vocational courses.

The overwhelming majority of students do so well because of their own very positive attitudes and the excellent teaching. This is coupled with an outstanding curriculum that is closely matched to their needs and highly effective monitoring and tracking systems. Students for whom English is an additional language and those with learning difficulties and/or disabilities make similar progress to their peers because of the excellent guidance and support they are offered.

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

### **Grade: 1**

#### **Grade for sixth form: 1**

The school's exceptionally caring, and supportive atmosphere provides a firm foundation for students' outstanding personal development and well-being. As a result, students leave the school as mature and confident young people, who are exceptionally well prepared for their future lives in education and the world of work.

Above average attendance rates and positive attitudes show how they enjoy school and feel safe. Students interviewed were not worried about bullying and were confident that any rare instance of concern would be dealt with after speaking with a member of staff. The school's strongly applied 'behaviour for learning' and zero tolerance policies, coupled with effective and speedy response to the few whose behaviour is not always as good as others, has impacted significantly on the ethos of the school. Polite and friendly behaviour seen during the inspection and reported by the majority of students is a strong feature of the school. Opportunities, such

as the 'Why I Write' initiative have made a significant contribution to students' tolerance and respect for others.

Sporting opportunities and PSHCE enable students to have a good understanding of healthy lifestyles, although some do not always apply that in practice, for example in their healthy eating choices. Students contribute significantly to the life of the school and beyond, for example, fundraising for good causes such the charity 'Afrikids'. The strong 'voice' of students can be seen, for example, in the impact of the school council on providing new bike sheds. Students' views on 'what makes a good lesson' have recently been used to inform teacher development. However, some students do not believe that their opinions are valued enough. The school has recognised that it needs to do more to communicate to students the significant impact they actually have on school developments.

## **Quality of provision**

### **Teaching and learning**

**Grade: 1**

**Grade for sixth form: 1**

Teaching and learning are outstanding. Students spoke of the quality of relationships with their teachers and directly linked this to better learning, behaviour and enjoyment of lessons.

Teachers structure the majority of lessons in a developmental way. They use their specialist skills and knowledge to question effectively and extend students' understanding. Teachers use information and communication technology to support learning and provide structure and clarity in lessons. They make explicit links to prior learning, pace is brisk and they encourage students to make judgements and discuss ideas. Teachers encourage paired and group discussion and provide opportunities for students to assess their own and the work of others. For example, in a drama lesson students were guided to understand the marking criteria for their work and used this to evaluate the work of others. In this way students gain a greater awareness of how their work is graded and understand how to improve.

In the lessons where teaching is good but not outstanding, activities are not quite as varied or there is insufficient challenge to get the very best out of all students. Slowness of students to move between lessons sometimes delays a prompt start. Marking is good but can vary between departments where occasionally, teachers do not give constructive comments to help students to improve their work. The school is aware of this and taking steps through its monitoring programme to bring about greater consistency. The specialist status in languages has greatly influenced the quality of teaching and learning across the school; for example through peer observation and the sharing of good practice about classroom strategies.

### **Curriculum and other activities**

**Grade: 1**

**Grade for sixth form: 1**

The curriculum is outstanding in the school and the sixth form. One of the strengths of the school is the way staff have developed a wide-ranging, balanced, innovative and flexible curriculum to meet the needs of all its students and give them good choice at GCSE and A level. The variety of vocational and academic courses on offer in Key Stages 4 and 5 ensures that the vast majority are motivated to succeed. The school is creative in maximising opportunities to develop the curriculum, for example using the nursery facility on site to develop a vocational

course. The curriculum for students with learning difficulties and/ or disabilities is tailored to meet their needs. A small number of students, for example, take entry level qualifications and there are different routes through the curriculum at Key Stage 4.

The impact of the languages specialism can be seen within the formal curriculum and through the many enrichment and extension activities it promotes and resources. For example, bilingual lessons have taken place in a number of subjects. The specialism is also used to support other schools and adult education in the local authority and provide very good international opportunities for students. Substantial extra curricular provision is wide ranging. Many subject areas offer extension clubs and activities to stimulate and extend the students who attend well and with enthusiasm. This makes an excellent contribution to their personal and social education.

## **Care, guidance and support**

### **Grade: 1**

#### **Grade for sixth form: 1**

Haydon is a thoroughly inclusive school where individual needs are recognised and addressed through outstanding care, guidance and support. This has contributed, for example, to the excellent progress that students with English as an additional language and those with learning difficulties and/or disabilities make. Strong partnerships, effective links with outside agencies and excellent provision, such as 'The Link', help students to be supported and, reintegrated into lessons successfully. For example, a student who was not attending school was so effectively supported that he now not only attends but also represents the school at county level sports.

The academic guidance given to students is a particular strength of the school and the sixth form. Students value the advice and support given to them, for example by Connexions, in developing their careers and guiding them to appropriate courses. Systems for monitoring and tracking students' progress are highly effective and the school uses the information about students' performance to support improved achievement. Those identified as underachieving are challenged and targeted to good effect and where necessary, given additional help. The school is taking steps to ensure that all staff consistently use the information to target support for individual students that would enable them to improve still further. All requirements for child protection are securely in place, and safeguarding training is thorough.

## **Leadership and management**

### **Grade: 1**

#### **Grade for sixth form: 1**

One parent wrote that 'the school is brilliantly managed' and inspectors agree. The headteacher is an exceptional leader who sets high expectations for staff and students alike. The devolved management structure is well-thought out with competent leaders sharing complementary skills to lead the school effectively. This is reflected in continually high standards and the excellent progress students make. Resources are well managed giving school leaders sufficient time to lead and manage and enable teaching staff to focus on improving the quality of teaching and learning. Day-to-day management of the school is smooth and efficient. Weekly line management meetings ensure that monitoring and accountability are strong. The school is outstanding in the contribution it makes to the local authority whose representative describes

it as a 'beacon of good practice'. This can be seen, for example, in the work it has done on assessment.

A strong culture of self-review can be seen in the continuous innovation and improvement of the school. Leaders know the school's strengths and weaknesses and as a consequence, the school is quick to take action when aspects are falling behind its own high expectations. For example, the relatively poorer performance in teaching in some subject areas such as science has been tackled vigorously. The school has good systems in place for school development planning and is working to ensure that links between its self-evaluation and planning have a sharper focus. The governing body has a clear overview of the school and provide good support. School leaders have recognised the need to invest in improving the school's accommodation to support its outstanding curriculum, teaching and learning and are rightly giving this priority.



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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>	<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>	1	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
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

<b>How well do learners achieve?</b>	1	1
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	2	
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
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**

19 June 2007

Dear Students

Inspection of Haydon School, Pinner, HA5 2LX

While many of you were on study leave or away on a school trip when we visited your school, on behalf of the inspection team I would like to thank you for the warm welcome you gave us. This letter summarises the findings of our inspection. If you want to read the complete report you can download it from [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

We enjoyed our discussions with you and looking at the excellent progress that you are making. Your behaviour was exemplary during the inspection and it was clear to us that you enjoy the school and do well as a result of your own attitudes and the hard work of the staff. We have judged your school to be outstanding. Excellent leadership and management ensure that the school provides you with an exceptional quality of education. The care and support of staff can be seen in your outstanding personal development and the exceptional progress you make. Some of you are not always aware of the significant impact you make on school life. The school is aware that it needs to do more to let you see how much your views are valued.

You told us that the one really exceptional aspect of the school was the quality of relationships you have with your teachers and because of this you learn and behave better. We have judged teaching and the curriculum provided by the school as outstanding because it helps you make exceptional progress.

To make your school even better we have asked your school to:

- consider how to spread the outstanding practice that exists in teaching and learning to all lessons
- use its knowledge of its strengths and areas for development so as to better plan for improvement.

Thank you for taking part in the inspection. We wish you success in your exams and for the future.

With best wishes,

John Kennedy  
Her Majesty's Inspector