

# Haygrove School

## Inspection report

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<b>Unique Reference Number</b>	123882
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	328010
<b>Inspection date</b>	5 February 2009
<b>Reporting inspector</b>	Nick Green 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>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	1073
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Spencer
<b>Headteacher</b>	Karen Canham
<b>Date of previous school inspection</b>	25 January 2006
<b>School address</b>	Durleigh Road Bridgwater TA6 7HW
<b>Telephone number</b>	01278 455531
<b>Fax number</b>	01278 427972

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one Additional Inspector. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: students' standards and achievement; evidence to corroborate whether students' personal development and well-being are outstanding; the quality of teaching and learning; the sufficiency of the curriculum to meet all students' needs; and leaders' and managers' use of self-evaluation to identify and address areas for further improvement. Inspectors gathered evidence from data, discussions with students and staff, and observation of lessons. Other aspects of the school's work were not investigated in detail.

## Description of the school

The school is larger than average and has been a specialist language school for six years; in 2008, it gained a second specialism in special educational needs (SEN). Most students are of White British heritage and from a wide range of socio-economic backgrounds. A small number of students are from several minority ethnic backgrounds though the number whose first language is not English is low. The percentage of students eligible for free school meals is well below the national average. The proportion with learning difficulties and/or disabilities is a little below the national average. Students' attainment on entry to the school is broadly average. A new headteacher has been in post since September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school's overall effectiveness is satisfactory because students' achievement is satisfactory. However, in many other respects, Haygrove is a good school. Effective steps have been taken to improve certain aspects of the school since the last inspection. This is evident in the students' better personal development and well-being resulting from the improvements in the care, guidance and support provided for them. Additionally, students experience a good curriculum and excellent extra-curricular activities. Most parents judge the school highly and comment favourably on all aspects of its work; however, a small minority do not feel the school takes sufficient account of their children's views; younger students' comments to inspectors confirmed this. The school is aware of the areas it needs to improve and the new headteacher has instigated a number of initiatives to address them. However, the effectiveness of these is yet to be seen. The school has a history of above average academic standards, though over the last two years standards have dropped and not kept up with the pace of improvements in students' attainment nationally. At the end of the last academic year, the proportion of students gaining five or more A\* to C passes and the standards attained in students' best eight GCSE subjects were in line with the national figures. Given the starting points of these students when they joined the school, their progress and achievement were satisfactory. The percentage of students who attained five A\* to C GCSE grades including English and mathematics was above average. In modern foreign languages, science, and design and technology students performed better than in other subjects. In both Years 9 and 11 students with learning difficulties and/or disabilities made similar progress to that of other students. In Year 11, girls performed better than boys, particularly boys of middle ability whose achievement was exceptionally low. However, these poor results are partly explained because of the personal circumstances of several students, over which the school had no control. The school did not provide convincing evidence that current Year 11 students' standards had improved significantly. The picture is better in Year 9 where students' standards were above average and their progress and achievement were good last year. To help improve Year 11 students' progress this year, the new headteacher has strengthened the support and academic guidance students receive. The school effectively promotes students' personal development and well-being. Most students greatly enjoy their education and this is clearly reflected in their positive attitudes to learning, good behaviour and excellent relationships with staff. A small number of students find some lessons less enjoyable because they do not capture their interest. Attendance levels are satisfactory and improving. Students' spiritual, moral, social and cultural development is good. They have a strong sense of right and wrong and treat each other with respect. Students show a good understanding of other cultures within the United Kingdom and beyond because of the extensive range of cultural activities the school offers, especially through its language specialism. There is little racial intolerance or bullying. Students feel very safe and are confident that any problems they encounter will be dealt with effectively. They behave sensibly around the school. When taking part in practical activities and using the internet and emails they know how to assess and minimise risks. Year 11 students are keen to develop responsibility and show leadership within the school through the students' consultative committee. However, other year groups do not have a similar forum and opportunities for them to contribute to the school community and have their voice heard are not as strong. Students are very aware of the importance of making healthy lifestyle choices and show this in their selection of meals at lunchtime and in their high level of participation in sports and physical exercise. They make an excellent contribution to the local community, for example by supporting charity fund raising events,

coaching younger students through the sports leadership programme and organising activities for the local special school and primary schools. Students develop self-confidence and team-working and workplace skills through leading or helping to run events and activities, work experience and enterprise activities. With their satisfactory standards in literacy and numeracy, this prepares them well for their future economic well-being. The quality of teaching and learning is variable across the school. While teaching is often good and occasionally outstanding, it is satisfactory overall. A strength is the good relationships between staff and students that foster good attitudes and behaviour. Teachers plan carefully and share with students their well-considered learning objectives. Teachers provide clear explanations and use questioning effectively to check and develop students' knowledge and understanding. Sometimes, work is not planned sufficiently well to match the different needs of students or challenging enough to ensure all students are achieving as well as they should. Marking and feedback are effective in making students aware of how well they are doing in most lessons. In the best, teachers regularly review students' work, correcting carefully and providing helpful suggestions for improvement. However, the frequency and quality of marking and setting of homework are variable and students are not always given clear guidance on how to improve. Teachers keep assessment records but sometimes the nature of the records make it difficult for them or senior staff to establish how well students are making progress towards the targets they are set. A good feature of assessment is that students' planners have a progress page containing targets and termly grades that are updated regularly. The curriculum is broad and balanced and meets the needs of most students. It provides flexibility through early entry to some GCSE examinations and tailored provision for students with learning difficulties and/or disabilities, for the most able and for those for whom English is an additional language. However, the school is aware that the curriculum in the upper school does not cater fully for students who would prefer more work-related courses and that this is contributing to some students' lower attainment. It is rightly undertaking a review of the curriculum and planning to expand provision for vocational subjects and its intervention programmes in the next academic year. Exemplary features of the curriculum are the variety and number of enrichment activities and extra-curricular activities, which are highly valued by students as shown by their level of participation and enthusiastic response to them. These contribute greatly to students' personal development and add to their enjoyment of school. The school's specialist status enhances both the curriculum and the enrichment activities. Virtually all students successfully complete at least one course in a modern foreign language, achieving well. The range of languages offered is good and an increasing number of students are taking a second language. The care, support and inclusion of students are a strength of the school. Staff know the students well and consequently pastoral support is excellent, especially for students with learning difficulties and/or disabilities. Procedures to ensure that students are safe and secure are robust. The school works effectively with outside agencies to provide help for students and families. Support is tailored carefully to match students' needs and this helps these students to remain engaged in their learning. Recently introduced strategies to improve attendance are starting to have a positive impact. However, the school does not make extensive use of rewards to encourage students to attend regularly or make best use of data to enable the school to focus its efforts on particular groups of persistent absentees. While there is inconsistency in the quality of short-term marking and feedback, the long-term guidance students receive is generally good. Students are well prepared for working life through an effective personal development programme and access to careers advice. The school's leaders and managers effectively promote the personal development and well-being of students through the strengthened care, guidance and support the school now provides. The inclusion of all students is central to the leadership's vision. Equality of opportunity

is promoted and discrimination eliminated well, ensuring that all students have access to the curriculum and the support they need to achieve satisfactorily. The school makes a good contribution to community cohesion by successfully developing students' understanding of the United Kingdom and global communities. This helps them learn about and understand others and value diversity. Links with schools abroad and visits also contribute to this very well. The school runs smoothly on a day-to-day basis and leaders and managers provide good direction in promoting the care of students. However, while the school undertakes a range of self-evaluation, including thorough subject evaluation by middle managers, it has been over-generous in its evaluation of students' achievements, their personal development and well-being, and most aspects of the quality of provision. For example, senior teachers' judgements on lessons, while appropriately focusing on teaching, have not focused sufficiently on how well students are learning and whether they are making good enough progress. Over the previous two years, the school has not kept up with the national trend of increased accountability and rigour in raising the expectations and aspirations of staff and students. Assessment data have not been used precisely enough to identify and address areas of underachievement. The school sets realistic targets, including those for its specialist subject, but these have not been challenging enough to maintain or improve Year 11 students' previous high attainment and good progress. However, in respect of the income the school receives for each student, which is well below the national average, the school deploys its resources effectively and efficiently to achieve good value for money. This is shown by the way that it has used its resources to improve aspects of care, guidance and support, which has contributed to students' good personal development and well-being and satisfactory achievement. Governors are committed and supportive; however, they have not been fully aware of the school's performance or challenged it sufficiently to address the recent downward trend in students' standards and achievement. The new headteacher is not complacent about the need to raise the school's performance. She has presented a clear vision to do this, instigated a curriculum review, and strengthened the capacity of the senior leadership team. She has introduced strategies to improve communication and consultation with parents, to identify students who are underachieving and to hasten intervention to improve their progress. However, it is too early to see the impact of these actions, although they show that the school has at least satisfactory capacity to improve.

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

- Raise students' standards and achievement by the end of Year 11 by improving teaching and learning.
- Make better use of assessment data to track students' progress accurately and ensure that students are helped to reach their full potential.
- Improve leaders', managers' and governors' skills in judging and improving the quality of provision. A small proportion of the schools whose overall effectiveness is judged satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Dear Students

Inspection of Haygrove School, Bridgwater, TA6 7HW

Thank you for the help you provided the inspection team when we visited your school. We enjoyed meeting members of year groups and we learned a great deal from our discussions with many of you in lessons and around the school.

We have judged the school to be satisfactory overall because your achievement is satisfactory. This is due to teaching and learning not yet being consistently good. However, the school is good in many other respects and has some excellent features. Standards have dropped over the last two years. In Year 9 last year, they were above average, but in Year 11, they were average and some boys' standards were low. From the time they entered the school, Year 9 students made good progress and Year 11 students made satisfactory progress. Overall, those who had learning difficulties and/or disabilities made satisfactory progress. In modern foreign languages, science, and design and technology, achievement was better than in other subjects. Your teachers plan well and use effective strategies to help you learn. However, the challenge in some lessons, the extent to which work you are set matches your abilities, and the quality of marking and the feedback you receive are not yet consistently good.

Your personal development and well-being are good. You much enjoy school, feel safe, demonstrate positive attitudes and behave well. Older students take on responsibility willingly and their views inform many aspects of school life; however, younger students have less opportunity to do this. You make a good contribution to the local community. The quality of the care, guidance and support you receive is good and excellent for those of you who need additional help. The way the school works with other agencies to do this is good. The curriculum you receive generally meets your needs and capabilities well. The school's specialist status and the variety of extra-curricular activities you participate in have a very beneficial impact on your enjoyment and achievement.

The clear vision and direction of your new headteacher are starting to address the areas for improvement. In order to improve further, we have asked her and the senior teachers to raise standards and achievement by making teaching and learning consistently good and by making better use of assessment data to track students' progress accurately, so that you are helped to reach your full potential. We have also asked leaders, managers and governors to improve their skills in judging and improving the school's performance. You can help by striving to do your very best in tests and examinations. Best wishes with your studies.

Nick Green Her Majesty's Inspector