

# Haydock Sports College

## Inspection report

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<b>Unique Reference Number</b>	104827
<b>Local Authority</b>	St. Helens
<b>Inspection number</b>	336373
<b>Inspection dates</b>	3–4 December 2009
<b>Reporting inspector</b>	Patrick Geraghty 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 of pupils on the school roll</b>	670
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Scott
<b>Headteacher</b>	Mr S Fullerton
<b>Date of previous school inspection</b>	5 September 2006
<b>School address</b>	Clipsley Lane Haydock St Helens WA11 0JG
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 23 lessons, and held meetings with staff, groups of pupils and the chair of governors. They observed the school's work and documentation was scrutinised including information which tracks the academic and personal progress of students, detailed analysis of students' attainment and progress, school development planning, the school's self-evaluation, records of recent classroom monitoring, minutes from meetings of the governing body and evidence to demonstrate how the school supports students. Inspectors also examined evaluations undertaken by the school to ensure that it meets statutory requirements with regard to safeguarding. In addition, 162 questionnaires returned by parents and carers were scrutinised along with questionnaires returned by a representative sample of pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- students' attainment and progress, especially in English and mathematics at Key Stage 4
- whether teaching and learning were sufficiently challenging to promote better outcomes for students, particularly in mathematics
- the impact of curriculum development, including the contribution of the specialist subject on increasing engagement and improving students' outcomes
- the effectiveness of monitoring and evaluation by leaders and managers at all levels to drive improvement
- how effectively the leadership team tackles any underperformance.

## Information about the school

Haydock Sports College is a smaller than average mixed comprehensive serving a number of communities some of which are high on the index of social deprivation. The number of students who claim free school meals is well above the national average. The percentage of students with special educational needs and/or disabilities is well above the national average, as is the proportion of those with a statement to support their special educational needs. Nearly all students are of White British heritage and the number of students who speak English as an additional language is low. The school is a specialist sports college.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. Between 2006 and 2008 the school had seen a steady rise in attainment and in the progress that students make. However, in 2009 Key Stage 4 results dipped. Throughout both key stages the 2009 Year 11 cohort had experienced a high migration rate with many students who had a history of low attendance and behavioural issues transferring to the school. Evidence from examinations and coursework already marked and the current standards of work demonstrates that the school is back on course to continue its previous improvement trend. Lesson observations and current work scrutinised demonstrate that attainment and progress are at least satisfactory with much that is good. Attainment, particularly in English, has risen because of a strong focus on improving the quality of teaching and the effective use of targeted strategies. The school acknowledges the need to raise standards more rapidly in terms of students achieving five GCSE A\* to C including English and mathematics.

Teaching and learning are satisfactory. While there is much good teaching, there remain inconsistencies in the quality of teaching and insufficient sharing of good practice across the curriculum. Students enjoy school and their behaviour is good. Attendance is satisfactory and improving. The curriculum matches students' needs. Nurture groups in Years 7 and 8 are contributing to improvements in literacy and oracy skills. The sport specialism makes a positive contribution to curriculum enrichment by promoting a strong programme of extra-curricular activity and advancing a positive approach to healthy lifestyles. Care, guidance and support are good. Links with external agencies and a highly effective mentoring system ensure that the most vulnerable and those at risk of not achieving receive good support.

There is effective leadership by the headteacher and senior leadership team, who promote a clear vision. The collection and analysis of data is good. However, the use of data to identify and tackle underperformance speedily is less effective. Self-evaluation, although over-generous in one or two aspects, is generally accurate. Governors provide strong links with the local community and are supportive of the school. However, they are not sufficiently rigorous and timely in monitoring and challenging senior management over attainment and the achievement of challenging targets. The school provides satisfactory value for money and has a satisfactory capacity to improve further.

## What does the school need to do to improve further?

- Increase the percentage of students gaining good grades at GCSE in English and mathematics.
- Share good practice across the curriculum so that inconsistencies in the quality of

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teaching and learning are tackled and all students have the opportunity to engage in challenging learning. In particular ensure:

- that marking in all subjects gives a clear indication to students of what they need to do to improve
  - the effective use of data for lesson planning
  - the imaginative use of information and communication technology (ICT) to promote active learning.
- Improve managers' use of data to identify and tackle underperformance more speedily so that attainment can be driven up more rapidly.
  - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

When students join the school in Year 7 their standards are below average. For most, low literacy levels present a barrier to learning. From 2006 to 2008 the proportion of students attaining five or more GCSE A\* to C grades increased from 34% to 62%. The proportion of students attaining five or more A\* to C GCSE grades including English and mathematics over a similar period increased by 14%. Given students' starting points this would represent satisfactory progress. In 2009 Key Stage 4 examination results declined after these years of steady and sustained improvement. The 2009 Year 11 cohort were adversely affected by significant migration patterns throughout both key stages. Data from examination work already marked and moderated and the school's tracking procedures indicate that attainment is now back to and improving on pre-2009 levels. Data indicate that intervention strategies, especially around the GCSE D/C borderline, are having a positive impact. In mathematics 48% of the current Year 11 cohort have attained grades A\* to C. In English current data shows that A\* to C grades are running at least 10% ahead of the similar period last year. The current quality of work in students' books and engagement in lessons observed during the inspection was at least satisfactory and in some cases good. Students identified with special educational needs and/or disabilities make good progress as a result of good classroom support and careful analysis of their needs.

Behaviour is good both in lessons and around the school. Attendance has improved steadily and is now in line with the national average. Students say that they enjoy their education and take pride in their school. They take advantage of the extensive provision of sports activities and over 55% engage in at least one hour's additional sport after school. Additionally, there is a large range of clubs in reading, computer technology, art and music. Students have a good awareness of the importance of a healthy diet and appreciate the choice of food on offer. Most students feel that the school is a safe place. Where incidents of bullying occur they are dealt with quickly and effectively. Students have a good relationship with teachers and support workers and show respect and consideration to adults. They are aware of how to stay safe and their knowledge of

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internet safety is appropriate. Students are increasingly keen to contribute to the wider communities through collections for charities and the many links promoted by the sports specialism. Students' spiritual, moral, social and cultural development is satisfactory. Over the last four years, the school has been particularly successful in reducing the numbers of those not in employment, education or training to 4%. Students' preparation for their future economic well-being is satisfactory. The school acknowledges the need to improve literacy and numeracy levels following a downturn in Key Stage 4 examination results in 2009.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

While there is a significant amount of teaching that is good or outstanding, there remains too much of uneven quality. In the better lessons tasks are challenging and teachers deploy a variety of strategies that secure engagement, interest and enjoyment. Progress is brisk and learning challenging. For example, imaginative use of ICT in geography to explore a developmental project in China concluded with a 'live' online assessment of current progress. Teachers use praise and encouragement to promote

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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high expectations. In less effective lessons teachers dominate and provide few opportunities for students to explain or reflect on their learning. There is insufficient variety of tasks so learning becomes passive and the rate of progress slows. There is limited use of ICT to enhance learning with interactive whiteboards too often used for Microsoft PowerPoint presentations rather than as a means to stretch and involve students imaginatively in learning. While at an early stage, the sharing of good practice is being enhanced through cooperative projects led by the sports specialism. Although the school provides an extensive range of data, there remains variability in the use of data in lesson planning to inform learning. In a number of lessons there was no evidence of planning to meet the needs of different ability groups. The quality of marking is variable.

The school curriculum is broad, balanced and well matched to the range of different students' needs. Effective partnerships with primary schools have enabled a strong focus on students' needs in Years 7 and 8. The curriculum at Key Stage 3 has been enhanced through the RSA Opening Minds programme and nurture groups focused on developing literacy skills. Transition between key stages are well planned with strong involvement from parents and carers in Year 9 options. The Key Stage 4 curriculum, delivered through four distinct pathways, offers a good balance between academic and vocational courses. The specialist sports status has had a significant impact on the range of courses on offer. Flexibility and effective collaborative arrangements with other institutions enable the curriculum to be more closely tailored to individual requirements. There is a very good range of extra-curricular activities, which enhances the curriculum. Progression to further education is good.

Care, support and guidance are good. Effective liaison with primary schools and detailed needs analysis informs guidance and support systems. Students are well cared for, although a minority of younger students raised concerns about behaviour. Students say that they can speak in confidence to adults who deal with issues sensitively and arrange additional support as necessary. Quick identification of needs in Year 7 has impacted on improving literacy and oracy skills. Good work with external agencies ensures that specialist support is available for individuals. There is good support for students at risk of disaffection or exclusion. The mentoring system is very effective and valued by students. The needs of those students with special educational needs and/or disabilities are identified and well met. The school has been effective in improving students' attendance, which is now in line with the national average. Progression guidance between key stages and into further education and the world of work is good. The effective use of registration time is variable.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b></p>	<p><b>3</b></p>
<p>Taking into account: The use of assessment to support learning</p>	<p>3</p>
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<p><b>2</b></p>

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<b>The effectiveness of care, guidance and support</b>	<b>2</b>
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## How effective are leadership and management?

The headteacher and senior leaders have established clear strategic objectives, which are fully understood and embraced by staff. The collection, presentation and analysis of data are good. However, data analysis is not transferred with sufficient alacrity by senior management into action planning and implementation so as to enhance more rapid improvement. Not all teachers make sufficient use of data to inform lesson planning. Procedures for the performance management systems are in place and are effective. Satisfactory systems exist to monitor students' work, teachers' planning and the quality of teaching and learning regularly. There has been increased professional dialogue between staff about how teaching can be improved. However, measures to improve teaching are not yet embedded firmly enough to ensure the necessary, rapid improvement in its quality. There is insufficient direction from senior management on the key teaching and learning priorities for any given year. Early entry to national examinations for Year 11 has helped identify gaps in students' learning and inform appropriate intervention strategies. Self-evaluation is largely accurate, although the school overestimated strengths in some areas. Initiatives to understand the wider British community are currently underdeveloped. Partnerships are good and well promoted. Links with external providers and agencies add to students' learning and the good quality of care, support and guidance. There are good and effective links with parents and carers evidenced by high attendance at review and option evenings. There is effective promotion of equality of opportunity through support programmes, the curriculum and an increasing range of additional activities. Community cohesion is satisfactory. Strong partnership links have been developed through the sports specialism. However, the school has not developed a community cohesion plan or undertaken an evaluation of its actual and potential impact on community cohesion. Governors have a good understanding of the needs of the school and offer good links with the local community. However, governors are not sufficiently critical and evaluative in monitoring the school's performance. For example, they have yet to have a substantive review of the 2009 GCSE results. Safeguarding procedures meet requirements and are regularly reviewed. Systems are robust. The management of resources is good and the school's value for money, set against outcomes, is satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>



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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Views of parents and carers**

Inspectors received 162 questionnaire responses from parents and carers. Analysis of responses indicates that the vast majority are happy with their children's experience at school and that appropriate steps are taken to ensure that their children are well prepared for the future. A number of parents and carers raised concerns about the school informing them of their children's progress. However, the inspectors found evidence that the school communicates regularly with parents and carers, and that review and options evenings were very well attended.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haydock Sports College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 162 completed questionnaires by the end of the on-site inspection. In total, there are 670 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	31	101	64	6	4	1	1
The school keeps my child safe	68	43	86	54	3	2	1	1
The school informs me about my child's progress	69	43	76	48	12	8	1	1
My child is making enough progress at this school	64	40	88	55	4	3	2	1
The teaching is good at this school	60	38	91	57	3	2	1	1
The school helps me to support my child's learning	45	28	95	60	14	9	1	1
The school helps my child to have a healthy lifestyle	45	28	103	65	8	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	38	93	58	1	1	1	1
The school meets my child's particular needs	55	35	97	61	5	3	1	1
The school deals effectively with unacceptable behaviour	56	35	90	57	7	4	3	2
The school takes account of my suggestions and concerns	33	21	105	66	6	4	2	1
The school is led and managed effectively	51	32	103	65	2	1	1	1
Overall, I am happy with my child's experience at this school	69	43	82	52	6	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Dear Students

Inspection of Haydock Sports College, St Helens, WA11 0JG

Thank you for the warm and friendly welcome that you gave my colleagues and I when we inspected your school this week. We would also like to commend you for your good behaviour, maturity and your commitment to making the school a pleasant place to work in. We would particularly like to thank those of you who spoke with us. The reason we came to your school was to find out what was going well and what could be improved. Here is what we found.

Despite a dip in GCSE results in 2009, overall your achievement and examination results have improved over the last few years. However, GCSE results including English and mathematics remain below the national average. Although teaching is satisfactory overall, there is some good and better teaching in the school. In these lessons, you respond well to the teacher's high expectations and you make good progress. However, this is not the case across all of the school. In some lessons, you are not being given work which really stretches you or encourages you to enjoy learning, achieve well and progress. Your curriculum options are good. You enjoy a wide range of extra activities, especially in sport. The teachers and support staff care for you and give you good guidance.

The leaders in your school worked with us to decide on some ways in which the pursuit of better provision could become a reality. We decided that to achieve this, the school should:

- raise attainment at Key Stage 4 so that outcomes for five GCSEs grades A\* to C including English and mathematics improve further and more rapidly
- ensure that teachers share the best practice, particularly in marking, lesson planning and use of ICT
- improve the speedy use of data to enable more rapid improvement in standards.

You can help your school to improve further by ensuring that everyone focuses on the pursuit of excellence for all of you and by trying hard in your studies so that you can achieve your full potential in life.

I wish you the very best for the future.

Yours faithfully

Patrick Geraghty

Her Majesty's Inspector

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