

Haydock High School

Clipsley Lane, Haydock, St Helens, Merseyside WA11 0JG

Inspection dates

28–29 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Outcomes were low for Year 11 pupils in 2016, at the end of key stage 4. Although improving, they are still set to be low for the current Year 11 as a result of the legacy of previous weak teaching and a narrow curriculum.
- Disadvantaged pupils and those who have special educational needs and/or disabilities have not made enough progress by the end of key stage 4.
- Pupils' learning is too variable. Some teachers' expectations of what pupils can achieve, and of how they present their work, are not high enough. Teachers do not always set work that builds on pupils' previous learning.
- Pupils' learning in mathematics and science has, until recently, been negatively affected by staffing turbulence.
- Staff have had insufficient training to be able to fully support pupils who have special educational needs and/or disabilities.
- Where teaching does not fully engage all pupils, incidents of low-level disruption sometimes arise. Some pupils expressed concerns that bullying was not always dealt with well enough.
- The role of middle leaders in improving teaching and pupils' progress is not fully developed.
- Improvement plans do not include sufficient targets against which to check whether leaders' actions have been successful. As a result, actions are not bringing improvement as quickly as they might.
- Many governors are new in post. They have not fully evaluated the impact of the pupil premium funding on outcomes for eligible pupils.

The school has the following strengths

- Senior leaders have a good understanding of the school's strengths and weaknesses.
- Subject leaders in English, languages and humanities are improving the quality of teaching in these subjects.
- The school promotes British values and pupils' spiritual, moral, social and cultural development well.
- The curriculum has been revised to provide appropriate opportunities for all pupils.
- The arrangements for safeguarding pupils are effective.
- Leaders have been successful in reducing the persistent absence for all groups of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities.

Full report

What does the school need to do to improve further?

- Improve outcomes more rapidly for pupils by the end of key stage 4, including for disadvantaged pupils and pupils who have special educational needs and/or disabilities, by:
 - reducing the variation in the performance of different subjects
 - improving the quality of teaching in mathematics and in science
 - developing teachers' understanding of pupils' prior knowledge, skills and understanding, so that they can build on them more fully
 - developing pupils' numeracy skills more widely across different areas of the curriculum.
- Improve the quality of teaching, by:
 - raising teachers' expectations of what pupils should achieve and of the quality of work that pupils should produce
 - ensuring that all teachers plan and teach lessons which challenge pupils suitably at all levels
 - continuing to share good practice internally and with external partners in order to develop more good and outstanding teaching
 - providing training for all staff on how to improve the teaching and progress of pupils who have special educational needs and/or disabilities
 - using information about pupils' progress to provide them with advice on how they can improve their learning.
- Strengthen leadership and management by:
 - providing further training for middle leaders so that they can be fully effective in improving teaching and increasing outcomes for pupils where they have a subject or specific group responsibility
 - monitoring the impact of actions taken, including the new curriculum, against clear, specific and measurable pupil progress targets which are incorporated into improvement plans.
- Improve pupils' behaviour, especially reducing low-level disruption in lessons, by:
 - ensuring that teaching across subjects consistently stimulates and engages pupils in their learning
 - adopting a more consistent approach to bullying, so that all incidents of bullying are dealt with equally well.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review governance should be undertaken in order to assess how this aspect of leadership and management may be improved further.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management requires improvement because many of the actions taken by current leaders and governors have not had a sufficiently positive impact on teaching. As a result, teaching is not consistently good and has not led to strong outcomes for pupils. In 2016, pupils of all levels of ability made too little progress from their starting points.
- Leaders have not secured rapid enough progress for disadvantaged pupils, including those who are most able. While the use of pupil premium funding has made some improvement in outcomes for these pupils, including to their attendance and behaviour, they are not achieving well enough.
- The headteacher was appointed in January 2015. Since his appointment, he has made a number of changes aimed at eliminating underperformance arising from low aspirations, weak teaching, inaccurate assessment information and a curriculum that was insufficiently aspirational for many pupils.
- The higher expectations that have been placed on teachers, along with the recent retirements of a number of long-serving senior staff, have contributed to a high staff turnover. This, in turn, has led to a period of instability and a complete restructure of the school's senior and middle leadership teams.
- Current leaders and the majority of staff are committed to the school's vision of high expectations and aspirations for all pupils. They recognise the need to raise standards and improve outcomes more quickly.
- Leaders have accurately identified the school's strengths and areas in need of improvement. They have produced plans which are aimed at addressing the weaknesses. However, the plans do not provide sufficient benchmarks against which leaders can compare and measure progress. This makes it difficult for leaders to evaluate the impact of their actions so that immediate action can be taken if, or when, actions are not having the desired effect.
- There are a number of recently appointed middle leaders, including heads of the core subjects of English and mathematics. They are increasingly held to account for improving teaching and raising achievement in their subjects. Senior leaders are providing support for them, but they are not yet fully effective in their roles. Appropriate training is being provided to help them develop their skills further.
- A high priority has been placed on improving teaching. Teachers are routinely held to account, through the school's appraisal system, for the quality of their teaching and the progress that pupils make. Underperformance is being tackled. Leaders make good use of information from regular checks on teaching and learning to develop teachers' skills and improve their effectiveness. Teachers say that they appreciate the support they receive to help them further develop their skills. However, due to the high turnover of staff over an extended period of time, this task is still ongoing.
- Leaders are working hard to ensure that pupils receive more consistent, high-quality teaching and have a clear recruitment policy. They acknowledge that having temporary

teachers has caused a degree of turbulence that has contributed adversely to pupils' attitudes to their learning in certain classes.

- Leaders have improved the curriculum. They are taking action to improve underperformance in some subjects and have created a curriculum that enables pupils to make good progress as soon as they start in Year 7. The curriculum is meeting the needs of the majority of pupils and enables them to be better prepared for the next stage in their education, employment or training.
- There is a wide range of extra-curricular activities which provide pupils with many opportunities to participate in, for example, a range of sports teams, additional after- and before-school classes to support their learning, drama, the Duke of Edinburgh's Award scheme, gardening and school productions. Pupils are active in fundraising for various charities. The majority of pupils say that they appreciate these extra opportunities and the help they receive from their teachers.
- There is good support for pupils who have special educational needs and/or disabilities within the 'Bridge' and special inclusion areas. Staff help pupils who exhibit challenging behaviour to moderate their behaviour so that they may be reintegrated into normal classes. However, teachers and some teaching assistants in the rest of the school have not been provided with enough training to enable them to be fully effective in supporting these pupils to make good progress in their learning.
- There are positive signs as a result of how some of the pupil premium funding and Year 7 catch-up money has been spent, including reductions in the persistent absenteeism of disadvantaged pupils. However, leaders have not measured the impact of these budgets on outcomes for pupils. Nor have they measured the impact of the additional money they receive for pupils who have special educational needs and/or disabilities on outcomes for this group of pupils.
- Pupils develop a clear understanding of British values. They find out about diversity, equality and democracy through assemblies and ethics lessons. Pupils understand what it is to be a good citizen and the 'Haydock Charter', which spells out the individuals' rights and responsibilities, goes a long way to supporting this mind-set.
- Parents and pupils have mixed views about the journey the school has been on over the past two years. Many are very positive and say that the school has improved. Others have been concerned about the high level of staff turnover. Leaders are working hard to reassure and engage parents. They regularly solicit parents' views. Responses to the school's own questionnaires are largely positive.
- Leaders' strong focus on the benefits of good attendance and the development of effective strategies to address persistent absenteeism have contributed to drastically reducing persistent absenteeism, including for disadvantaged pupils and those who have special educational needs and/or disabilities.

Governance of the school

- Some aspects of governance are strong and effective.
- Governors are involved in the process of managing teachers' pay reviews and decisions about pay rewards are made on the basis of individual performance.
- Governors are keen to promote an inclusive and caring environment. They are

committed to creating positive community links and working in partnership with other schools and agencies. Governors have secured the support of consultants and the local authority to validate the judgements of senior leaders.

- Governors work with senior leaders to gather pupils' and parents' views about the school.
- Minutes of governors' meetings show that they have recently started to challenge the school's leaders more rigorously about GCSE results. They know that results need to improve, especially for disadvantaged pupils and pupils who have special educational needs and/or disabilities.
- On occasion, governors have accepted leaders' responses to their questions too readily. For example, governors are not fully aware of how different elements of the pupil premium funding have had an impact on outcomes for eligible pupils. They have not probed leaders' explanations rigorously enough.
- The chair is relatively new in post. She understands that the school needs to develop further and regularly visits the school and walks around classrooms with the headteacher.

Safeguarding

- The arrangements for safeguarding are effective and meet statutory requirements.
- The school has rigorous checking procedures in place for child protection. All staff have been trained in safeguarding and child protection and they know what to do if they feel that a child is at risk. Referrals to outside agencies meet requirements and are followed up meticulously by school staff. Staff have had training on the 'Prevent' duty.
- Pupils have been taught how to keep themselves safe regarding issues such as e-safety. The school has filters in place to prevent inappropriate internet usage.
- The school works effectively with parents and external agencies to safeguard pupils.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is too variable to be good. While there are pockets of effective practice in English, languages and humanities, strong practice is not consistent across different classes, year groups and subjects. In a number of lower-ability classes, where there is typically a higher proportion of disadvantaged pupils and pupils who have special educational needs and/or disabilities, teaching is weaker, leading to slower progress for these groups.
- A high staff turnover and lessons covered by temporary teachers have led to inconsistencies in teaching and the way that behaviour is managed. Leaders acknowledge that, in particular, the departments of mathematics and science have undergone a high degree of turbulence and they are rightly focusing their efforts on these areas.
- Homework does not always support pupils' learning well because some pupils do not see the benefit of it. Pupils in Year 11, however, are being taught how to revise for their GCSE examinations so that they are able to do so at home as well as in school.

- The school provides effective support to boost pupils' literacy skills, in particular those who arrive at the school with low reading skills for their ages. The vast majority of pupils are able to read fluently. However, they appeared to be surprised when inspectors asked them how often they read at home for enjoyment or talked about the books they read.
- The school has not done enough to boost pupils' numeracy skills. Leaders could not demonstrate any improvement in pupils' numeracy skills as a result of the Year 7 catch-up programmes.
- In science, especially in key stage 3, teaching is gradually improving and pupils are generally making better progress than they have over the past two years. In key stage 4, a department-wide focus on revision and preparing pupils for controlled assessments is starting to give pupils more confidence in their learning. The head of department has an accurate view of what needs to be done. Some agreed new approaches are not yet fully implemented across all classes. As a result, teaching is not consistently good.
- In mathematics, teaching is improving. The new subject leader is developing a more consistent approach to planning lessons and has begun to introduce numeracy activities for pupils in all year groups. Assessments have been moderated, internally and in partnership with other schools. This information has been used to identify underperforming pupils and appropriate support put in place. Year 11 pupils in particular have been helped to identify the gaps in their knowledge and to improve their examination skills. Teaching is not consistently strong, however, because not all teachers have consistently high expectations of what pupils can achieve.
- Recent developments in English have led to improvements in key stage 4. The new head of subject has rapidly implemented the necessary changes, prioritising key stage 4 but astutely recognising the need to strengthen key stage 3. There is now clarity and rigour in the way that Year 11 pupils are prepared for the additional challenges of GCSEs. However, some less-able Year 11 pupils have much ground to make up because teachers' expectations of them over time have been too low.
- Where teaching is more effective, teachers' expectations are high and questioning enables pupils to develop their understanding and extend their knowledge. This was seen in a Year 11 English lesson, in which the teacher did not accept pupils' first answers and invited other pupils to build on the initial responses of their peers.
- In Spanish, pupils are well taught. They can be seen confidently and successfully developing and applying speaking and listening skills. This is having a positive impact on pupils' progress.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' experiences of bullying are mixed. While some pupils said there was little bullying, and any occasional incidents of bullying were dealt with well, others expressed concerns about the amount of 'falling out' there seems to be, particularly in

Year 9. Leaders are aware of the problem and are taking action to address it. For example, they are working with the school council on developing a new anti-bullying policy to ensure that pupils have a voice in how bullying is tackled.

- Pupils generally feel safe in school, and they know how to stay safe.
- The school successfully promotes pupils' spiritual, moral, social and cultural development. For example, in a Year 9 assembly about Easter an external speaker explained her beliefs. She then suggested pupils could, in due course, consider their own thoughts and make up their own minds about what they believed in.
- The 'Haydock Charter' is displayed in all classrooms. Pupils are very clear about their responsibilities towards one another. Relationships between pupils and those between pupils and adults are generally positive.
- Pupils learn about British values. Personal development lessons include aspects such as environmental issues and beliefs, philosophy and ethics. Pupils have opportunities to take part in sports and extra-curricular performing arts activities.
- Pupils in key stage 4 are provided with objective advice, information and guidance regarding their future careers. Pupils are developing an understanding of the range of careers open to them. The school seeks to raise the aspirations of its pupils, for example through visits and external speakers. Almost all leavers in 2016 went on to further education, employment or training.

Behaviour

- The behaviour of pupils requires improvement.
- There are some instances of low-level disruptive behaviour in lessons, for example pupils chattering while the teacher is speaking or not paying attention when they should be listening to others. These incidents invariably occur in the lessons that do not engage their interest or when teachers' expectations are too low. Pupils reported that behaviour is variable in different lessons and this was confirmed by inspectors during lesson observations.
- The proportion of pupils who are absent from school is above the national average, including for disadvantaged pupils and those who have special educational needs and/or disabilities, especially in key stage 4. Figures for current attendance in all year groups show that persistent absence has been drastically reduced compared to this time last year. The school has taken action to improve attendance and punctuality through personal targets and inter-form competitions. Pupils enjoy the positive recognition they receive for high levels of attendance. This was observed in a celebration assembly that took place during the inspection.
- The number of fixed-term exclusions was above the national average in 2016. In the main, pupils' challenging behaviour was connected to weak teaching in some areas. However, the rate is falling for all groups of pupils. There have been no permanent exclusions during the last three school years.
- The behaviour and attendance of pupils placed in alternative provision is closely monitored by both school and alternative provision staff, who work effectively in partnership.
- Pupils behaved well and showed positive attitudes to their learning in many lessons

seen during the inspection. They moved sensibly around the building, before and after lessons, and conducted themselves well during lunchtimes and breaktimes. They were polite and courteous to visitors.

- Parents' views about behaviour vary. Some parents who responded to the online questionnaire, Parent View, expressed concern about the impact of disruptive behaviour on learning. However, other parents were very happy with the school. One parent stated, 'My child enjoys attending this school. Staff know the children very well and my child has good relationships with the staff. The school provides a happy learning environment where children are supported with their learning and achievements.'

Outcomes for pupils

Requires improvement

- In 2016, pupils who took public examinations had not made good progress during their time at Haydock High School. The progress made by disadvantaged pupils in Year 11 was particularly weak. Of note was the slow progress of middle-ability, disadvantaged pupils in a range of subjects.
- In 2015 and 2016, pupils made better progress in English than in mathematics or in science. This was partly due to instability in staffing in both subjects.
- Work in pupils' books and standards reached in lessons indicate that across a range of subjects, in both key stages, disadvantaged pupils' progress, while improving, is too variable. In subjects where teaching is better, for example in English and Spanish, disadvantaged pupils make stronger progress. Nevertheless, overall, disadvantaged pupils' progress, including that of the most able disadvantaged, is not strong enough.
- Teaching does not always provide pupils with enough challenge. In some classes, pupils are not given tasks that will enable them to make the strong progress required for success at GCSE. In addition, most-able pupils are not always provided with the depth of knowledge, skills, and understanding required to meet their GCSE targets in the more-demanding qualifications.
- A high staff turnover in mathematics has had a negative impact on pupils' progress, which was below average for all ability groups. However, the deputy headteacher and mathematics curriculum leader are beginning to secure better results and in current Year 11 classes progress is improving.
- Pupils' progress is also improving in science. The head of science has an accurate understanding of what needs to be done and has started to take action to improve the quality of teaching. Very effective revision lessons were observed by inspectors, where pupils were consolidating previous learning and responding confidently to examination-style questions.
- In key stage 4, pupils' progress in English, humanities and languages has improved since the previous academic year. Pupils' progress in English has improved due to more consistent and effective teaching. In 2016, outcomes dipped. However, the new head of subject's relentless focus on developing key GCSE examination skills means that progress in English is once again improving for all groups of pupils.
- Pupils attending alternative provision make lower than average progress in their academic courses.

- Pupils who have special educational needs and/or disabilities made significantly less progress than others nationally in 2016 examinations. Support for this group is now targeted more effectively and their progress is set to improve in the 2017 examinations. However, in some classes, teachers and other adults focus too much on behaviour and pupils with additional needs are not provided with work that is sufficiently challenging.
- Pupils who arrive at the school with poor reading skills are effectively supported and their reading ages quickly improve. Literacy is being addressed across different areas of the curriculum where additional opportunities are provided for pupils to improve their literacy skills in a range of contexts.
- The small number of pupils who speak English as an additional language are well supported and they make progress in line with their peers.

School details

Unique reference number	104827
Local authority	St Helens
Inspection number	10024232

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	693
Appropriate authority	The governing body
Chair	Ms Jeanette Devine
Headteacher	Mr Ian Murphy
Telephone number	01744 678833
Website	www.haydockhigh.org.uk
Email address	admin@haydockhigh.sthelens.org.uk
Date of previous inspection	5–6 February 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- A small number of pupils access education off-site at St Helen's Pupil Referral Unit, run by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is double the national average.
- The proportion of disadvantaged pupils supported by the pupil premium, at around 34% of the cohort, is well above the national average.
- In 2016, the school did not meet the government's floor standards.

Information about this inspection

- Inspectors observed a registration session and a number of lessons, accompanied in three of these by two senior leaders and one middle leader. They spoke with pupils and scrutinised their work. They also observed pupils' behaviour at break, lunchtimes, at the start and end of the school day and as they moved around the school during the day. An inspector attended a Year 9 assembly. Inspectors also listened to pupils read during lessons and in the library at lunchtime.
- Inspectors held meetings with senior and middle leaders and with a group of recently qualified teachers. They also met with six members of the governing body and groups of pupils.
- Inspectors looked at a range of documents, including the school's development plan and self-evaluation document, minutes of meetings of the governing body, records and policies relating to safeguarding and the school's tracking information on pupils' behaviour, attendance, progress and attainment.
- Inspectors spoke with staff and also took account of 41 responses by staff to an online questionnaire undertaken during the inspection.
- Inspectors took into account the 47 responses to Ofsted's online questionnaire for parents, Parent View.

Inspection team

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David Woodhouse	Ofsted Inspector
Stephen Ruddy	Ofsted Inspector
Deborah Bailey	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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