



# Haydock High School

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17<sup>th</sup> December, 2019

Dear Parents/Carers,

As you are aware, Haydock High School underwent an Ofsted Inspection on the 8<sup>th</sup> and 9<sup>th</sup> October. Prior to the inspection the leadership of the school made a judgement that the overall effectiveness 'best fit' grade was 'good'. This was due to the fact that by all accounts the school had improved tremendously in terms of behaviour, teaching, personal development and results (Haydock was the best performing high school in St Helens 2019). Student, parent and staff views are very positive and this shows the changes we made were meeting the needs of stakeholders.

However, as you will read Ofsted's view is that the school is 'inadequate' which has been difficult to understand. Everybody is devastated by this judgement and a 16 page document was sent to Ofsted with, in our view, compelling arguments that this decision was disproportionate. As you will read, the school has the full support of the Local Authority. The judgement was not based on the quality of teaching, results, behaviour or the happiness of students and staff but that the leadership of the school had made some curriculum judgements that ofsted saw is not in line with their new, inspection framework. We genuinely believe that they were in the best interest of pupils.

Firstly, the school has a two year Key Stage 3. Haydock completes fully the national curriculum but in their view not in sufficient depth. As with many schools Haydock gave pupils an extra year to complete their GCSEs which has been very successful. As one student said '***I needed that extra year to cover the work and prepare for the final exams. I could not have done it in 2 years and my results would have suffered***'. When staff asked pupils 100% were pleased they had a three year Key Stage 4. Ofsted's view is that pupils' entitlement is to have longer to study all of Key Stage 3 and improve life chances. We cannot dispute Ofsted's research but we do know that the life chances of students at Haydock achieving higher grades at GCSEs improves their life chances. This was proven last year as out of our leavers from the 2019 cohort 93% of pupils continued onto further study and 7% achieved apprenticeships.

Secondly, school provided pupils with a **potential additional qualification** by being extremely creative with time and staff and pupils willing to give their time after school and during holidays. In Ofsted's view this was not in the best interest of the pupils. In our view we do everything in the best interest of the pupils.

When reading page 1 of the new style inspection report, inaccuracies remain for example the following are not accurate

***Offer for Key stage 4 is limited – there are a range of subjects that were discussed with all students and parents at one to one meetings in year 8.***



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*Leaders insist that pupils have to do some subjects that they do not like or feel will help them in the future – all courses studied provide a route to further study at all local colleges*

*In year 9 pupils start their GCSE and vocational courses. This reduces the number of academic subjects that they study – **this is confusing as it does reduce the number of academic subjects that they study at key stage 3 but increases the number of academic subjects that they study at key stage 4.***

*More than half of pupils are not able to study a language. **More than half of pupils did not wish to study a language. Four students chose to do a language in one option group but we could not run a group of this size.***

*Pupils are not able to study History and Geography – **this should read pupils in year 9 were not able to study History and Geography – this is because in year 9 only a very small number of pupils chose this and we could not financially run a class of this size.***

*More than half can only choose a maximum of 2 GCSE's – **this is clearly not true. We gave pupil as much choice as possible. Pupils could choose all GCSE subjects if they wanted.***

We understand that the inspection framework is new and only been in force since September (approximately 4 weeks at the point of our inspection) all of the decisions criticised were in place before the Inspection Framework was published. In addition, we agree that the journey to being a highly effective school is not complete; more work is required. However, we hope that you will agree that the transformation of the school deserved a judgement that recognises the school we are now proud of.

It is important to remember all of the positives in our community and although we cannot ignore this judgement and will make modifications we must focus on the reality of pupils being successful. In short, please work with us building our school up and give confidence to Haydock High School. All of our actions will always be in the best interest of pupils we serve.

Yours sincerely,

Ms J Devine  
Chair of Governors

# Inspection of Haydock High School

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

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Inspection dates: 8–9 October 2019

## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this school?**

Older pupils told us that the range of subjects on offer for key stage 4 study is too limited. They said that leaders insist that pupils have to do some subjects that they do not like or feel will help them in the future. We found this to be the case.

Pupils behave well. They get on well together and say that they feel safe. The school is calm and orderly. Pupils move around the buildings sensibly. They are polite and friendly.

In lessons, pupils get on with their work and do what teachers ask of them. Pupils say that since the new headteacher has arrived, behaviour has improved a lot. This is because teachers have higher expectations. They no longer accept bad behaviour. Pupils like the rewards that they get when they behave well.

Pupils say that bullying is rare. If it does happen, they say that adults will deal with it. Adults work hard to ensure that pupils are well cared for.

## **What does the school do well and what does it need to do better?**

Leaders have introduced a curriculum that does not meet the needs of pupils well enough. In Year 9, pupils start their GCSE and vocational courses. This reduces the number of academic subjects that they study. Teachers teach a broad range of topics to pupils in key stage 3. However, there are some gaps in pupils' knowledge and understanding in some subject areas.

The choice of academic GCSE courses available to pupils in key stage 4 is too narrow. The curriculum offer for pupils from Year 9 is not ambitious enough. It does not give pupils the opportunity to develop the depth and breadth of knowledge and skills that they need to be successful in life. This is particularly the case for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). For example, more than half of pupils are not able to study a language at GCSE. Neither are they able to study both history and geography.

All pupils study English, mathematics and science. Beyond this, more than half of pupils can only choose from a maximum of two GCSEs. Pupils in Years 9, 10 and 11 have to study vocational courses, regardless of their needs, interests or aspirations. For example, leaders make all pupils in Year 11 study a vocational course in animal care. All pupils in Year 10 have to study a vocational sports science course. Pupils are prevented from gaining qualifications that may be useful to them in the future. Leaders' poor decisions to make all pupils study these courses are not in pupils' educational best interest.

Most curriculum plans make it clear to teachers what they should teach and in what order. For example, in history, leaders have chosen topics so that pupils gain a broad knowledge of how British society and values have developed over time. In science,

leaders are developing new curriculum plans to improve the way that pupils build their knowledge over time.

In many subjects, pupils are learning more and remembering more. This is helping some pupils to make better progress in subjects such as history and English. In mathematics, leaders have improved the way that learning is sequenced. Pupils now have more opportunities to revisit prior learning. However, despite this, pupils still do not achieve well enough in this subject.

Leaders have successfully improved pupils' behaviour. Pupils now behave well. This helps everyone's learning. Leaders want pupils to develop their wider skills, such as resilience and cooperation. Staff provide pupils with lots of opportunities to do this. In assemblies, pupils learn about the school's values of respect, tolerance, trust and honesty.

Pupils' attendance is improving, but some pupils are away from school too often. Disadvantaged pupils and those pupils with SEND miss too much school.

Staff who work with pupils in the specially resourced provision have built a curriculum that helps each individual pupil to be successful. Pupils with SEND in the rest of the school have more of a mixed experience. Some pupils learn well. Others do not because teachers do not adapt their plans to meet pupils' needs.

In the past, leaders removed a significant number of pupils from the school roll when it was not in pupils' best interests. This constitutes off-rolling by Ofsted's definition. As a result, information about these pupils was not included in the published data about how well pupils are doing in the school. Removing pupils from the register in this way meant that those pupils were less likely to be safe and successful. This practice has now stopped.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all the required checks are carried out when new staff are appointed. Leaders are well trained in safeguarding. They work hard to make sure that pupils are as safe as possible. Staff work with support agencies outside the school to provide help to pupils as soon as they need it and to support pupils at risk of harm. Staff are vigilant. They know what to do if they have any concerns about a pupil. Staff keep careful records of these concerns and incidents. Pupils learn how to keep themselves safe. They know how to pass on any worries that they have about themselves or others. Leaders ensure that those pupils who attend alternative provision are safe.

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

### (Information for the school and appropriate authority)

- Leaders have not made sure that the curriculum is ambitious enough for all pupils. At key stage 4, academic GCSE subject choices for more than half of pupils are too limited. Leaders should ensure that all pupils are able to study a wider range of subjects, including more GCSE qualifications. They must ensure that all pupils are able to study a language if they wish.
- Leaders are systematically entering pupils for courses at key stage 4 that do not match pupils' interests and aspirations. Leaders must ensure that pupils are not entered for courses which are not in their educational best interest.
- Pupils do not achieve well enough across a number of subjects. This is particularly the case in mathematics. Leaders need to evaluate the impact of their curriculum planning on pupils' progress. Curriculum leaders must ensure that the way that teachers sequence learning helps pupils to know more and remember more.
- Some teachers do not use the school's accurate and detailed information about pupils with SEND as well as they should. Leaders and teachers should use information about pupils with SEND to ensure that these pupils can access the curriculum successfully.
- Pupils' attendance has improved. However, the attendance of disadvantaged pupils and those with SEND remains low. Persistent absence is also still too high. Leaders should continue to work to improve attendance, with a particular focus on improving the attendance of these groups.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	104827
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10087807
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	748
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jeanette Devine
<b>Headteacher</b>	Cameron Sheeran
<b>Website</b>	<a href="http://www.haydockhigh.org.uk">www.haydockhigh.org.uk</a>
<b>Date of previous inspection</b>	28–29 March 2017

## Information about this school

- The school uses six alternative providers for some pupils in key stage 4. These providers are Launchpad, Aspire Training Services, ATM Training, Encouragement Through Sport, Merit Training and MPH Training.
- The school has a specially resourced provision for pupils with moderate learning difficulties.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- We closely examined the school's work in the following subjects: mathematics, science, history and modern foreign languages. This involved meetings with subject leaders, visits to samples of lessons in these subjects, work scrutiny of books and other kinds of work produced by pupils who were part of classes

observed by inspectors, and discussions with teachers and with groups of pupils from the lessons visited.

- We visited lessons in a wider range of subjects on the second day of the inspection and met with subject leaders of art, design and technology, and geography. Many of the visits to lessons were carried out jointly with leaders.
- Meetings were held with senior and subject leaders, teachers, governors and representatives of the local authority.
- We visited the school's specially resourced provision for pupils with moderate learning difficulties.
- We held discussions with many pupils and observed interactions during social times.
- We visited form times and an assembly.
- We observed the work of the school and scrutinised a wide range of evidence, including the school's self-evaluation, action plans and evaluations, attendance and behaviour records, safeguarding records and recruitment checks.
- We took into account the 63 responses from parents and carers who had completed Parent View, Ofsted's online questionnaire. We also considered the 73 responses from staff and the 42 responses from pupils to the online surveys.

### **Inspection team**

Stephanie Gill, lead inspector	Ofsted Inspector
Dympna Woods	Ofsted Inspector
Craig Yates	Ofsted Inspector
Emma Gregory	Her Majesty's Inspector



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