

Inspection of Haygrove School

Durleigh Road, Bridgwater, Somerset TA6 7HW

Inspection dates: 16 and 17 April 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Outstanding

Previous inspection grade

Good

The headteacher of this school is Aaron Reid. This school is part of Quantock Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chrysta Garnett, and overseen by a board of trustees, chaired by Rob Brown.

What is it like to attend this school?

At Haygrove School everyone wants the very best for pupils. The school's unwavering focus on providing pupils with a high-quality education sits behind the decisions that leaders make for everyone to succeed. Even when facing the significant challenge of the main school building being deemed unsafe, this has remained the school's priority. Pupils feel safe in school. They know how to report any concerns they may have.

'The Haygrove Way' exemplifies the high standards the school expects. Pupils respond well to these expectations. They behave well in lessons and during social times. There is a strong pastoral system that supports pupils' well-being. The school does not tolerate bullying.

The school is ambitious for all pupils to learn effectively. In recent years, the school has considerably strengthened the curriculum across a broad range of subjects. As a result, an increasing number of pupils achieve well.

The school has a wide offer of different activities and opportunities for pupils to develop their interests. This includes a range of clubs such as chess club, dance club and the Duke of Edinburgh's Award. Pupils talk with enthusiasm about the recent Battle of the Bands competition.

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

Since the previous inspection, the school has overhauled the curriculum to ensure that it is suitably broad and ambitious. Recent changes have ensured that more pupils study subjects that make up the English Baccalaureate. Effective training means that staff know pupils' needs very well. The curriculum and teaching are adapted accordingly so that pupils with special educational needs and/or disabilities (SEND) learn well.

Subject curriculums build on what pupils have learned in primary school. They place this knowledge into a logical order so that pupils learn well over time. As a result, pupils gain the knowledge they need. The school has a consistent focus on building pupils' vocabulary. This strengthens pupils' spoken and written language, which helps them to learn effectively across all areas of the curriculum.

Learning activities and teachers' questions routinely recap what pupils know. Mostly this allows teaching to identify gaps in pupils' understanding. However, at times teaching does not do this effectively. This hinders staff from identifying where some pupils have gaps in their knowledge. This means teachers are not always able to swiftly address pupils' misconceptions.

Reading is a high priority. Pupils read in school every morning. The school regularly checks their reading ability. Those pupils who require help with their reading are

provided with additional support. Consequently, they become increasingly fluent and confident readers who can successfully access the curriculum.

The atmosphere in lessons and around the school is calm and purposeful. Pupils know that poor behaviour will be dealt with fairly. They say that bullying and discriminatory language are taken seriously by staff. The school makes appropriate use of suspensions and exclusions. However, a minority of pupils do not meet the school's expectations consistently.

Most pupils understand the importance of attending school each day. Staff identify and support pupils whose attendance is lower than it should be. Despite this, a minority of pupils do not attend school regularly enough. As a result, there are gaps in their learning.

The school has a carefully designed programme to support pupils' personal development. This enables pupils to build their knowledge in an age-appropriate way. For example, they learn how to develop healthy relationships and how to look after their mental health. Pupils receive comprehensive information about opportunities for further education and different careers. Pupils value this learning and feel well prepared for their lives beyond school.

The trust, the school and those responsible for governance work tirelessly together to ensure that pupils become the best versions of themselves. This has led to significant improvements in the quality of education provided. Maintaining these improvements has been challenging this year due to the issues with the school site. Leaders at all levels have supported pupils and staff effectively through this period of disruption. The school ensures that staff receive high-quality training and development opportunities. Staff are very happy to work here.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching does not check pupils' understanding well enough. This means that teachers do not always know where gaps in knowledge exist or when pupils are stuck. The school should ensure that teaching systematically checks learning so that gaps in learning are addressed for all pupils.
- A minority of pupils do not attend school regularly enough, especially some disadvantaged pupils. These pupils do not benefit from the improved curriculum, which hinders their achievement. The school should continue developing its work to support those pupils to attend school more regularly and develop a shared approach for supporting pupils to catch up with lost learning.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136917
Local authority	Somerset
Inspection number	10288175
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1083
Appropriate authority	Board of trustees
Chair of trust	Rob Brown
CEO of the trust	Chrysta Garnett
Headteacher	Aaron Reid
Website	www.haygroveschool.co.uk
Dates of previous inspection	28 and 29 June 2022, under section 8 of the Education Act 2005

Information about this school

- Haygrove School is part of the Quantock Education Trust.
- The school uses two registered and one unregistered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The main school building is closed as it was deemed unsafe at the start of this academic year. Consequently, the school uses several temporary classrooms. In the first term of this academic year, pupils were provided with a mixture of face-to-face learning on-site, off-site and online due to safety concerns with the building.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with school leaders at all levels. Inspectors also met with staff, trust leaders, trustees and members of the Local Governance Committee.
- Inspectors viewed a range of school documentation, including minutes of the trust board and the school's self-evaluation documents.
- Inspectors carried out deep dives in these subjects: history, English, maths and modern foreign languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector/inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors also viewed the responses to the pupil survey and the staff survey.

Inspection team

Frances Bywater, lead inspector	His Majesty's Inspector
Deirdre Fitzpatrick	Ofsted Inspector
Simon Tong	Ofsted Inspector
Stuart Wilson	Ofsted Inspector

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