

Haywood High School and Engineering College

Inspection report

Unique Reference Number	124440
Local Authority	Stoke-on-Trent
Inspection number	302296
Inspection dates	16–17 May 2007
Reporting inspector	Michelle Parker HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School	1079
Appropriate authority	The governing body
Chair of Governors	Mrs Barbara Dunn
Headteacher	Mr David Dickinson
Date of previous school inspection	12–15 May 2003
School address	High Lane Burslem Stoke-on-Trent ST6 7AB
Telephone number	01782 853535
Fax number	01782 853537

Age group	11–16
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

This oversubscribed school takes students from an area consisting of a wide range of housing and socio-economic conditions. There are more students eligible for free school meals and with learning difficulties and disabilities than average. The proportion from minority ethnic backgrounds is similar to the national average. The school achieved specialist engineering status in 2003, hosts a City Learning Centre and is a core Creative Partnerships School.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Students said what a special place this school is and inspectors agree. This is a good and improving school with some outstanding features. Haywood High School and Engineering College is a stimulating learning community where students can flourish as a result of the huge commitment of staff to the personal development of all students. Staff and students take great pride in their school and this is shown in the high quality of displays of students' work around the buildings and the care shown to the school environment.

Standards on entry are well below national averages. The school recognises that students' skills in literacy and numeracy, in particular, are low and challenging targets have been set to improve. The school is well on its way to achieving them. All students make good progress, including those students with learning difficulties and disabilities and gifted and talented students. By the end of Year 11 students standards are still below average but they have moved closer to national averages. This is because of the good teaching and effective tracking of all students, resulting in outstanding care, guidance and support which have enabled students' effective personal development and well-being. This is very noticeable in the considerate and respectful way students treat each other and work cooperatively together. The inclusive nature of the school is shown by the knowledge all staff have of each student and their concern to ensure that all students achieve their best. As a result, students have a good understanding of the grades they are working towards, together with strategies to help them achieve them. However, the school does not make full use of this information to look at overall trends in how students are working.

The school's desire to support all students effectively is also seen in its outstanding work with a wide range of partners. This ensures that students' safety and welfare are put first and concerns are dealt with promptly. The work the school does within its community is outstanding and has led, in its turn, to the community being justly proud and supportive of the school.

Teaching and learning are good. Planning is effective and links well to the range of abilities in each class. Students' opinions are regularly sought and acted on to improve teaching further. Although marking is regular, it does not always clearly explain what students have done well and what they could do to improve further.

The curriculum is good and is flexible enough to reflect the needs of different students. Good links are made with primary schools and further education colleges. Thus, students are encouraged and supported to aim high. Students involved in the Creative Partnerships project spoke with confidence and excitement about their original ideas for the Building Schools for the Future (BSF) developments for this school and their visit to the Department for Education and Skills (DfES) to discuss them.

Parents are overwhelmingly positive about the school. A tiny minority of parents are concerned about bullying. However, students say that bullying is dealt with promptly and they are confident that there is always a teacher they can turn to.

The school is very proactive in seeking extra funding to support and develop its provision. Through the Family Learning in information and communication technology (ICT) the school has been able to put into homes a Thin Client computer. This has ensured that no student will be cut off from future technological development. Thus, all students can take advantage of the wide range of web-based resources the school has developed.

Engineering status has been used effectively to inspire and motivate students. It has been used to support and develop skills in the primary schools, for example in ICT and French.

Leadership and management of the school are good; thus the school's self-evaluation is robust and effectively supported by an appropriate range of data. Regular 'health checks' take place which have further developed the staff's expertise and confidence in their own monitoring. This is effectively supported by the senior leadership team. On the basis of this, the school has a good capacity to continue improving.

What the school should do to improve further

- Improve consistency in marking so that it clearly identifies what is successful and how students can improve their work.
- Ensure that all information on individual students is used to give a clear picture of overall trends in their performance.

Achievement and standards

Grade: 2

Standards on entry are well below the national average and at the end of Year 11 they are below the national average. The good progress that students make is underpinned by good teaching and high expectations.

Students met their targets in most areas in 2006, and results in mathematics and science improved. A small proportion of students did not meet their targets but the school has robust procedures to effectively identify and support any currently underachieving students.

Analysis of the school's results shows an upward trend in the progress made by the students. Boys and girls do equally well overall and the achievement of more able students and those with learning difficulties and disabilities is carefully monitored to ensure that they make good progress.

The school has an outstanding knowledge of the strengths and weaknesses of all of its students on an individual basis and sets them appropriately challenging targets, towards which they make good progress.

Designation as a specialist engineering college has improved resources and the sharing of expertise. These have enriched the curriculum and helped to improve teaching and student achievement in the specialist subjects, especially design and technology. Cross-fertilisation of skills, talents and resources between

engineering/technology and other departments, seen particularly in mathematics, science and music, is making a significant positive impact.

Personal development and well-being

Grade: 2

Students' personal development and well-being are good overall, reflecting the school's emphasis on making them all feel valued as individuals. They gain in confidence and show respect for fellow students. The Human Rights Day has made a big impact on students' awareness of social justice issues. There is a high level of participation in the many opportunities for cultural development outside lessons. Students have an exceptional involvement in the life of the school and the local community, and these activities are developing them well as citizens.

There is a purposeful atmosphere in lessons. Behaviour is good. Any challenging behaviour is effectively managed. Relationships between staff and students are excellent. There are few permanent exclusions and the rate of fixed-term exclusions is falling. Effective strategies have improved attendance, which is now satisfactory. The proportion whose attendance is persistently unsatisfactory has been reduced, but not eliminated. Students much enjoy school. They feel really safe in school and are confident about approaching staff and peer mentors with their problems. Special arrangements at break and lunch times give vulnerable students added security.

The school listens to students and encourages them to express their views. The school council is very active. Students have responded well to the healthy eating menus in the canteen. A high proportion is involved in extra-curricular sport, contributing to a healthy lifestyle. As a result of the many opportunities for vocational education, particularly in the school's specialism of engineering, students make good progress in acquiring the skills necessary for their future working lives. The students' spiritual, moral, social and cultural development is good.

Quality of provision

Teaching and learning

Grade: 2

Overall, teaching and learning are good, and some are outstanding. As a result of this good teaching, students make good progress.

Lessons are well planned with clear learning objectives which are shared with students. Teachers present lessons in manageable steps and use a wide range of activities and resources to engage and support learners. Teaching is stimulating and challenging and the best lessons are exciting. Thus, in almost all lessons students work purposefully and focus well on their learning. However, the quality of marking is inconsistent across the school and does not always indicate to students how they could improve. Students are encouraged to work both independently and collaboratively and they cooperate well with each other. Students who do not speak English as a first language and those with learning difficulties and disabilities are very well supported in all aspects of their learning.

Teaching assistants are well used and make a very good contribution to students' progress.

Curriculum and other activities

Grade: 2

Students follow a broad and balanced curriculum, well tailored to meet their needs. Students with learning difficulties and disabilities are well supported in lessons and in withdrawal sessions. Good opportunities for enrichment and accelerated learning are provided for gifted and talented students. The school's website enables all students to extend their learning.

At Key Stage 4 students are offered a well balanced programme of subjects. This provides ample choice to meet their different needs. A good range of vocational subjects is provided in collaboration with other schools and a local further education college. Personalised learning programmes are devised for students for whom the mainstream timetable is not appropriate.

There is an excellent range of well supported, extra-curricular learning activities in all subjects. The extended school provision is open to students and their parents and extends access to many more short courses.

The presence of the City Learning Centre on site powerfully adds to the school's position as a centre of learning that is seeking to develop curricula to suit the whole community.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school demonstrates a clear commitment to inclusion.

Many students are cared for through effective partnerships with external agencies. Weekly social inclusion meetings appropriately identify those at risk of underachievement, including those who do not speak English as a first language.

Parents and carers are involved in many aspects of school life and work together with the school to support their children's learning. Transition arrangements, both in Year 7 and Year 11, ensure smooth progress in students' learning. Strong links with further education colleges and opportunities to visit university settings are helping to raise students' aspirations. Students are well informed and supported to make appropriate choices about their future. Target-setting is rigorous and tracking is exceptionally effective in letting students know how well they are doing.

All statutory safeguarding procedures are in place; staff understand them and are well trained. The development of a range of strategies to improve attendance is proving to be effective.

Leadership and management

Grade: 2

Leadership and management are good. The strong vision and passion of the headteacher are shared by all the staff. This is seen by the way in which everyone pulls together as part of a community of which they are all proud. The senior leaders work very effectively together and have effectively strengthened the role of middle managers. Thus, middle managers are clear about the vision for the school and their part in it, and are able to share and develop the school's good practice.

Creative appointments have been made of non-teaching staff which have effectively developed the school's capacity for managing challenging behaviour, reducing the numbers of students formerly excluded and improving students' attendance.

Responsibilities are effectively developed and all staff are encouraged to take an active part in observing each other in their work. A culture of continuous improvement underpins the quality of lessons and the effective identification and sharing of good practice.

Resources and staff are used exceptionally effectively to promote high standards and encourage students and parents to have high expectations of the school. Procedures relating to the safeguarding of students are regularly reviewed and the school takes appropriate steps to tackle any discrimination. Appropriate training ensures all staff are skilled and confident in identifying students who might be at risk. These measures ensure that all students achieve as well as they can.

The governing body is effective. Governors are very committed and supportive of the school. The wide range of sub-committees, together with governors being linked to subjects, ensures that the governing body is kept well informed about all aspects of school life. Thus governors are confident in the challenge they give the school and call it effectively to account.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex B

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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	
The effectiveness and efficiency of boarding provision	
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

¹ 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.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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



18 May 2007

Dear Students

**Inspection of Haywood High School and Engineering College,
Stoke-on-Trent, ST6 7AB**

Thank you for the welcome and courtesy that you showed to us during the inspection of your school. We enjoyed listening to your views and agree with you that you go to a good school. We think it is improving and has some outstanding features. In particular, the care, guidance and support you are given are outstanding. The staff have encouraged you to aim high and to go into further education and training when you leave school. We were also impressed by the way the school has improved resources which have helped to make lessons more interesting. We hope all of you will use the wide range of web-based resources the school has developed.

The strong vision of your headteacher is shared by the whole school and all the staff work hard on your behalf and continually strive to improve what the school offers you. There is a rich variety of opportunities for you to improve your skills through after-school activities and working in your local community. Teaching is good, with some lessons that are outstanding. This underpins your good progress. All of you know your targets and most of you know what you need to do to improve your work. We have asked your school to make sure marking always explains what you have done well and what you need to do to improve further. The staff know you all very well and carefully check on your progress. We have asked them to make full use of this information to look at overall trends in how you are working.

We were very impressed by the way you worked together in lessons and the respect and consideration you gave to everyone. You look after your school well. Your work on display in classrooms is of a very high quality. The support you give to other students through the buddying scheme and representing others' views on the school council is very good. You told us that the school listens to your opinions and deals promptly with any bullying, and we agree. You receive outstanding care and guidance.

We hope you will continue to participate fully in school life and work hard and to continue to make this an even better school.

We wish you every success in the future.

With best wishes

Michelle Parker HMI