

# Hayesfield Girls' School

Upper Oldfield Park, Bath BA2 3LA

**Inspection dates** 11–12 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school

- Examination results are good in a wide range of subjects and students make good progress.
- Teaching is typically good and sometimes outstanding. Teachers' strong subject knowledge provides a good basis for engaging activities, which challenge and enthuse students.
- Teachers have high expectations of what students can achieve and high levels of mutual respect have been established. This has resulted in a positive learning atmosphere across the school.
- Behaviour is outstanding in lessons and during social time. Students are exceptionally well cared for and feel safe.
- The governors, headteacher, middle and senior leaders and managers are highly ambitious and driven in their pursuit of excellence. Their efforts are particularly evident in terms of students' accelerated progress, improved GCSE attainment and good quality teaching.
- School attendance has improved continuously. The need to use fixed-term exclusions has reduced considerably, so that the rates are very low compared to other schools nationally.
- The sixth form is good. Strong leadership and good teaching result in good achievement. Students are well prepared for higher education, training or employment.

### It is not yet an outstanding school because

- Students' work is not marked helpfully enough in all classes, so that some students do not understand exactly what they have to do to improve.
- Students' literacy skills, particularly extended writing, are not fully supported in lessons by all teachers.

## Information about this inspection

- Inspectors observed 47 lessons, of which seven were observed jointly with senior staff.
- Discussions were held with groups of students from different age groups.
- As well as evaluating students' written work and teachers' marking during lessons, a selected sample of books was also scrutinised by inspectors.
- Meetings were held with representatives of the governing body, the headteacher, senior staff and middle leaders.
- Inspectors evaluated school documentation including information on GCSE and A-level results, students' current progress, the curriculum and improvement plans, as well as procedures and records on safeguarding, behaviour and attendance.
- Inspectors took account of the 104 responses to the online questionnaire (Parent View), parental surveys carried out by the school and 48 questionnaires completed by staff.
- Inspectors studied the school's self-evaluation, development plans and achievement tracking procedures.

## Inspection team

Philip Storey, Lead inspector	Additional inspector
Stephanie Matthews	Additional inspector
Colin Money	Additional inspector
Linda Peck	Additional inspector
Angela Podmore	Additional inspector

## Full report

### Information about this school

- Hayesfield Girls' School converted to become an academy on 1 August 2011. When its predecessor school, Hayesfield Girls' School, was last inspected by Ofsted, it was judged to be outstanding.
- The school is larger than the average secondary school. It accepts students of all abilities.
- The school meets the current government floor standards which set the minimum expectations for secondary schools.
- The vast majority of students are of White British heritage. Approximately a tenth are from minority ethnic groups. A very small proportion of students, less than half the national average, speak English as an additional language.
- The proportion of disabled students and those with special educational needs who receive support at school action is slightly below the national average. The proportion of students who are supported at school action plus or who have statements of special educational needs, is less than half the national average.
- As part of the Bath Education Trust the school works in partnership with two universities, a local school and a college. As a result sixth form students have access to a wider range of subjects and a small number of Key Stage 4 students attend an off-site vocational course at the college.
- The proportion of students for whom the school receives the pupil premium (additional funding for students known to be entitled to free school meals, children in the care of the local authority and those from service families) is below average. Currently there are no service family children or children in the care of the local authority on the school roll.
- Just over 20 students, who did not achieve the expected level in reading and/or mathematics at the end of primary school, are funded for the Year 7 catch-up programme.

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

- Increase the proportion of lessons where teaching and learning are outstanding by ensuring that all teachers have a strong focus on:
  - enhancing students' literacy, particularly their extended writing skills
  - providing detailed written feedback in their marking, so that students are clear about how they can improve their work and are then given time to do this.

## Inspection judgements

### The achievement of pupils is good

- Students join the academy with attainment broadly in line with national averages and they make good progress.
- GCSE attainment was above the national average in 2012 and the highest grades were achieved by more students in more subjects compared with 2011. In 2012, for just over half of GCSE subjects, the proportion of students achieving the highest grades was well above the national average.
- Students' performance in GCSE English and science subjects is strong and, under dynamic new leadership, performance is rising rapidly in mathematics.
- As a result of good teaching, close monitoring and well-targeted support, the large majority of students make good progress and achieve well by the end of Year 11.
- In the very few GCSE subjects where achievement has been lower than the national average, the school has taken rapid action to rectify this.
- Disabled students and those who have special educational needs are now making good progress in English and mathematics. This is due to an appropriate curriculum, good teaching and effective additional literacy support, particularly for reading. However, these students do not always reach the levels they are capable of across all subjects, particularly in their writing.
- Students supported by the pupil premium now achieve well. This is as a result of the careful targeting of this additional resource towards improving their performance in English and mathematics. For this group, their average point score in GCSE English and mathematics is rapidly improving so that their progress is now closing the gap on other Year 11 students at the school and nationally.
- In its second year with academy status, the school has purchased helpful, practical resources to help Key Stage 4 students who are eligible for the pupil premium to learn and it has provided them with additional tuition.
- Where appropriate, students are entered for mathematics GCSE examinations early. Those students who do not achieve their potential continue to study until the end of Year 11 to improve their grades. Those students who have maximised their mathematics grades use most of the additional time to attend additional English GCSE classes.
- The small number of students who take the hair and beauty course at the local college develop good skills so that they are well prepared if they opt for higher level work in this area.
- The school has an increasing emphasis on improving reading skills for students with low Key Stage 2 attainment (most of whom are eligible for Year 7 catch-up funding), as well as for those who speak English as an additional language. This has had a marked impact on these students' confidence and how well they access learning across the curriculum.
- The small but increasing number of students who speak English as an additional language make progress broadly in line with the national average for those students.
- Sixth form students make good progress and achieve well, so that they are well prepared for their next steps in education, training or employment. In a very few subjects, where achievement patterns have been less consistent, senior leaders have responded decisively to address the causes. As a result, rates of progress are accelerating and achievement is rising rapidly.

### The quality of teaching is good

- Teaching is typically good and sometimes outstanding in English, mathematics, science, history and Spanish; teaching is particularly effective in the sixth form. Teaching was outstanding in a lesson on the science and ethics of cloning because the teacher used extremely skilled questioning to enthral and stretch students of all abilities. Students were very keen to work

together during well-structured group discussions in order to deepen their scientific understanding and consider different moral views.

- Although there is variability in the quality of written feedback across subjects, marking in English, Humanities, Technology and Languages is a strength.
- When teaching is good, teachers:
  - plan carefully to match work to students' different abilities and needs
  - check understanding thoroughly and reshape teaching and learning activities in response to students who need advice and guidance
  - set up well-organised and well-supported independent learning activities which promote good progress; this is particularly the case for the teaching in the sixth form
  - provide a wide variety of interesting and thought-provoking tasks which encourage students to research and express their ideas confidently.
- In the few lessons where teaching is less effective:
  - the quality of marking and advice given to students does not ensure that students know precisely how to improve and accelerate their progress
  - opportunities to promote good literacy development are missed, especially with regard to extended writing
  - a few teachers' questions do not check students' understanding thoroughly or give students enough challenge.

### **The behaviour and safety of pupils** are outstanding

- The school is a calm and welcoming environment where students are polite and thoughtful. Students move around school and between sites sensibly and safely.
- Students' relationships with staff are excellent and high levels of mutual respect are very evident. This is a direct response to the high quality of care and support staff provide.
- Students' exemplary behaviour in class allows teachers to take an imaginative approach to their teaching.
- Sixth form students have a tremendous thirst for knowledge and work very hard. They are helpful in supporting younger students, particularly to develop their reading.
- Students feel safe, happy and enjoy coming to school. The school has highly effective procedures in place for monitoring and improving attendance with a particular focus on those students who regularly miss school. As a result attendance continues to improve and this year it is at least in line with the national average.
- The school's records show that the use of fixed-term exclusions is declining rapidly and specific support is in place to address any potential behaviour issues.
- Bullying is rare and the school deals effectively with the few incidents that do occur. Students and staff are very aware of how to deal with bullying and good procedures are in place. Students know about different forms of victimisation, such as cyber bullying, racism and homophobia, as well as how to keep themselves safe.
- Parental surveys carried out by the school, Parent View and a meeting with parents and carers, all indicated that there is a high standard of behaviour at the school. Parents and carers agreed that their children are kept safe and say they would recommend the school to other parents and carers.
- Staff who responded to the inspection questionnaire were extremely positive about students' behaviour and are proud to work at Hayesfield Girls' School.

### **The leadership and management** are outstanding

- The headteacher leads with passion, drive and a steely determination to achieve exceptionally high standards across all areas of the school. Together with her highly effective senior and middle leaders, some of whom have been appointed recently, the headteacher is relentless in eradicating any identified weaknesses. This has resulted in rapid and sustainable improvements.
- The headteacher has created a highly cohesive, positive and hard-working school community which strives to improve. Staff morale is high.
- The school's procedures for checking all aspects of performance are very rigorous and where changes are necessary these are managed exceptionally well. The headteacher and senior and middle leaders are very clear about how the school can improve further and detailed plans are being implemented to ensure that these improvements are fully embedded.
- Any variations between the performance of different groups of students are accurately pinpointed and quickly remedied.
- The school offers a broad range of subjects focusing mainly on academic qualifications. There are also a few well-targeted vocational programmes such as health and social care.
- Students' spiritual, moral, social and cultural understanding is strongly developed in assemblies and through a wide variety of lessons, particularly in personal, social and health education, religious studies, history and science. A comprehensive range of clubs and fund raising activities also make a positive contribution to this aspect of students' personal development.
- Students are provided with good guidance and support as they move into the sixth form, further education colleges or other schools for post-16 provision. This means that the proportion of students continuing in education, employment or training is significantly higher than the national average.
- The quality of teaching is monitored rigorously. School leaders' observations about the quality of teaching are accurate. School leaders recognise the need to ensure that all teachers provide students with useful written feedback which helps students to accelerate their progress. School leaders have already identified that, although students have sufficient time to practise their reading, there needs to be more emphasis on their ability to write at length.
- Arrangements for managing teachers' performance, together with a bespoke training and development programme, have been effective in improving teaching. Only those teachers who meet the required high standards move up the salary scale.
- The school has had less contact with the local authority since it became an academy.
- Safeguarding and child protection procedures fully meet statutory requirements.

■ **The governance of the school:**

- Members of the governing body are astute and provide outstanding support as well as challenge for the headteacher. They are particularly effective at organising staffing and finance with a strong focus on raising achievement. This has resulted, for example, in highly constructive use of this year's pupil premium to maximise the achievement of those students eligible for the funding. Members of the governing body ensure that the performance of staff is monitored and they take well-considered actions to ensure salary progression and promotion are linked to teachers' performance. Governors are kept very well informed about students' progress, the quality of teaching, behaviour, attendance and exclusions. The budget is managed very effectively.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136966
<b>Local authority</b>	Bath and North East Somerset
<b>Inspection number</b>	411936

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,133
<b>Of which, number on roll in sixth form</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin McInnes
<b>Headteacher</b>	Erica Draisey
<b>Date of previous school inspection</b>	Not applicable (converter academy)
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