Inspection of a good school: The Hayling College

Church Road, Hayling Island, Hampshire PO11 0NU

Inspection dates: 14 and 15 June 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Hayling College is a tight-knit community. There are strong relationships across the school. Pupils usually feel safe in school. Pupils know that staff want the very best for them. Staff have high academic expectations of all pupils. Where teaching is of high quality, and behaviour is well managed, pupils learn well. However, this is not consistently the case.

Staff expect pupils to behave well. However, while many pupils work hard and behave well, others lose focus on their learning and disrupt lessons for others. Staff do not use leaders' policies and procedures consistently to manage incidents of off-task behaviour.

Most pupils are kind and caring towards one another. They celebrate each other's differences. However, some pupils treat others disrespectfully. When this happens, many pupils say that adults deal with it well. However, a significant proportion do not have confidence that this will always happen.

There is an increasing choice of clubs and extra-curricular activities for pupils to enjoy. There are trips nationally, such as to Kew Gardens, and internationally, such as to New York. Pupils can join clubs for sports, film or for playing a word game or become 'wildlife warriors'. Activities week is popular. Pupils are enthusiastically preparing for their school show, 'Back to the 80s'.

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

The relatively new headteacher and the talented group of governors have a clear and ambitious vision for the school. They are determined that pupils will be 'happy, healthy, and high performing', in accordance with the school's motto. Leaders have made several

changes. For example, they have recently appointed a number of staff who are experts in their fields. However, it is too early for all the changes to show impact.

Leaders have designed an ambitious curriculum. In many subjects, the curriculum has been carefully sequenced so that pupils consolidate their learning over time. At key stage 4, leaders have broadened the curriculum to give pupils more choice. Pupils and their parents and carers appreciate this. Pupils with special educational needs and/or disabilities (SEND) follow the same curriculum as their peers. Some pupils with SEND also access some bespoke courses. The number of pupils studying modern foreign languages is slowly increasing. This means that more pupils are studying the suite of subjects that make up the English Baccalaureate. At key stage 3, the curriculum is less effective. This is because some subjects, such as history, do not have enough time to cover a wide scope of knowledge. Consequently, in some subjects, pupils lack a strong knowledge base from which to build their understanding further.

Throughout the school, teachers have high levels of subject expertise. They use this expertise to present information and ideas clearly. Where the curriculum is delivered well, teachers break down learning and make sure that pupils have understood each part, often through skilful questioning. However, sometimes teachers do not check carefully enough that pupils have grasped key content before moving on. This leads to gaps in pupils' knowledge and understanding.

Leaders identify the needs of pupils with SEND effectively. Many pupils with SEND keep up well with the work in class. Skilled teaching assistants provide frequent support. However, sometimes pupils with SEND struggle because teachers have not made appropriate adaptations to their teaching to meet all pupils' needs.

Reading is a high priority in the school. Pupils are encouraged to develop a love of reading. The library has recently been restocked with over 1,000 books, which pupils enjoy borrowing. Weak readers benefit from targeted interventions to improve their accuracy, fluency and confidence.

Personal development provision is strong. Leaders have designed a carefully considered programme that teaches pupils how to stay safe and look after their health and well-being. There are many opportunities beyond the classroom, such as the Duke of Edinburgh's Award scheme. Pupils develop leadership skills by becoming sports leaders, form captains and prefects. High-quality careers advice and guidance prepare pupils well for their next steps. For example, Year 10 pupils spoke enthusiastically about their upcoming work experience.

Staff, including early career teachers, appreciate the opportunities they have for professional development. They value leaders' consideration of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding systems and procedures are robust. Staff are well trained and understand their role in keeping pupils safe. Regular briefings keep teachers up to date with important safeguarding information. Leaders deal promptly with any concerns that are reported. They know pupils' needs and circumstances well and put support in place in a timely manner. Leaders work closely with outside agencies to ensure that pupils and their families get the help they need.

Pupils learn how to stay safe. For example, they know how to stay safe when online or in places where there may be higher risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers move on to new learning too quickly. They do not check that pupils understand their current learning first. This means that some pupils struggle to remember what they have learned over time. Leaders should ensure that teachers check that pupils have grasped key knowledge and skills thoroughly before moving on so that pupils' learning is securely embedded in their memory.
- Some staff do not always meet the needs of pupils with SEND well enough. Consequently, some pupils with SEND do not achieve as well as they should. Leaders should continue their work to ensure that staff understand how to adapt the curriculum to meet the needs of pupils with SEND effectively so that all pupils can achieve well.
- The agreed systems for managing pupils' behaviour are not consistently applied by some staff. As a result, some lessons are disrupted. Leaders should ensure that staff implement the revised procedures fully and consistently so that expectations of behaviour are consistent across the school.
- Leaders have already done some work to reduce bullying. However, this remains a prevalent concern for some pupils and parents. Leaders should continue their ongoing focus on processes and procedures to tackle bullying so that pupils' confidence that concerns will be dealt with is increased.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2018.

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' 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

Unique reference number	116423
Local authority	Hampshire
Inspection number	10269022
Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	581
Appropriate authority	The governing body
Chair of governing body	Maggie McMurray
Headteacher	Martyn Reah
Website	www.hayling.hants.sch.uk
Date of previous inspection	6 and 7 February 2018

Information about this school

- The current headteacher joined the school in September 2021.
- The school currently uses one registered and one unregistered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Meetings were held with the headteacher, senior leaders, staff, pupils, the chair of the governing body and one other governor. An inspector had a meeting with a representative of the local authority.
- An inspector held a telephone discussion with members of staff at the alternative providers.

- Inspectors carried out deep dives in English, history, science and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also considered the curriculum in other subjects.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. They also viewed the school's website and policies. Inspectors looked at records related to safeguarding, including checks on adults working at the school.
- Inspectors spoke to staff, including an early career teacher, about behaviour and their workload in school.
- Inspectors considered the responses to the confidential staff survey. They took account of the responses to Ofsted Parent View, including free-text comments, and two telephone calls with parents by the lead inspector during the inspection. Inspectors considered the views of pupils shared in the confidential pupil survey and through discussions held with pupils throughout the school.

Inspection team

Paula Sargent, lead inspector	Ofsted Inspector
Keith Pailthorpe	Ofsted Inspector

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