ANTI-BULLYING
FROM THE DIANA AWARD
AMBASSADORS
2023-24

THE HAYLING COLLEGE

Happy, Healthy, High Performing

25 November 2024

Dear Parents and Carers,

You will be aware that we were inspected by OFSTED on the 24 and 25 of September.

During the process of working with the inspection team and other OFSTED colleagues over the last couple of months we have received the following feedback which we thought was important to share. The full report is available on our website and is below in this letter.

In reaching their judgement the inspectors noted areas of strength seen during the inspection activities including:

Quality of Education

- Inspectors identified that the curriculum has been improved in many areas.
- The newer aspects of the curriculum have been thoughtfully designed to be inclusive for all.
- There are pockets of expertise in teaching in many lessons.
- Reading approaches are now being woven into the curriculum.
- There are common approaches in place.

Behaviour and Attitudes

- The staff have worked across the school to establish higher expectations for pupil's behaviour and conduct.
- The evidence shows that typically in lessons, behaviour was calm, and learning was not interrupted by low-level disturbances.
- Inspectors also recorded evidence of how the school carefully analyses behaviour incidents. The evidence recorded reflects the importance that the school has placed on addressing issues in behaviour that prevent pupils from learning.
- There is evidence of improvements in pupils' behaviour, with a reduction in the use of demerits, internal exclusion and of bullying incidents.
- Evidence showed the effective work that the school is doing to improve pupils' attendance.
- There are clear and consistent approaches to addressing some pupils' absence and that the attendance data is now in line with national at key stage 3 and improving at key stage 4.
- There is evidence to show that improving behaviour and attitudes has been a core focus for improvement in the school and there have been many positive changes.
- Inspectors recorded the positive introduction of well-trained anti-bullying ambassadors and systems by which pupils can report their concerns.

Personal Development

- The school has implemented many positive aspects in the programme that supports pupils' personal development, such as enrichment activities and opportunities for pupils to explore their wider interests.

Leadership and Management

- The headteacher has had to undertake a lot of work with his team to improve the school, raise standards and develop shared high aspirations.
- There is also evidence of this work beginning to have impact now in wider areas with green shoots of improvements seen in attendance, reduction in suspensions and consistency in use of policies.
- The evidence shows that leaders have identified what they see as strengths of the school and areas to continue to work on.
- There is evidence of a passion to improve the workload and well-being of the staff and it is clear that the school has taken action to address staff's workload and the importance which the school attributes to this. Evidence includes:
  1. Workload and well-being remain integral in the school development plan.
  2. Extra PPA time to support the roles.
  3. Intensified CPD across staff and to support teaching and learning.
  4. Conferences held at school on workload and well-being.

We are in full agreement with the inspectors that we should continue to focus on teaching and learning, the support we offer our pupils with SEND, alongside our focus on improved behaviour and the development of our support packages for those at risk of suspension.

These recommendations will be a focus for our ongoing strategic monitoring and evaluation focused on the continual improvement of the school. We will continue to work hard and in a focused manner to the benefit of all the young people who attend our school, and we remain very proud of the achievements our young people continue to make.

Yours sincerely,

M. Reah

Martyn Reah

Inspection of The Hayling College

Church Road, Hayling Island, Hampshire PO11 0NU

Inspection dates:	24 and 25 September 2024
The quality of education	**Requires improvement**
Behaviour and attitudes	**Requires improvement**
Personal development	**Requires improvement**
Leadership and management	**Requires improvement**
Previous inspection grade	Good

What is it like to attend this school?

Pupils benefit from the warm relationships they build with caring staff. They feel safe. Pupils receive thoughtful support that builds their confidence and raises aspiration. Very recent changes to the curriculum mean that pupils are now learning a wide range of subjects in greater depth. Pupils typically enjoy learning and most follow the instructions of teachers. In some lessons, learning is not matched to pupils' needs. Pupils do not spend enough time practising new ideas independently or linking concepts together. Some pupils are not suitably challenged to develop their thinking. This limits how well pupils remember learning.

Staff know pupils well. They are aware of the needs of pupils with special educational needs and/or disabilities (SEND), but plans that set out the strategies identified to support these pupils to learn are not always reviewed precisely enough. This means that staff are not suitably aware of the most effective help that supports some pupils to learn well. Therefore, some pupils with SEND do not achieve as well as they could.

Clear routines mean that pupils know what staff expect of them. Some pupils express frustration that some staff do not sufficiently address disruption in lessons effectively enough. In these lessons, they find it harder to concentrate and learn.

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

The school has taken recent important steps to ensure that pupils will learn an ambitiously designed curriculum. The important knowledge and skills that pupils need have been carefully identified and ordered. Topics explore concepts in sufficient depth, enabling pupils to make connections between ideas.

However, some pupils have not had the benefit of the new curriculum, still under development in some subjects. Therefore, many have significant gaps in their learning. Teachers routinely check for gaps but are not always effective in addressing them. Teaching in some lessons moves on before pupils sufficiently understand. This means that pupils are not well prepared for future learning.

Staff receive regular training on how to make learning accessible for all pupils. Teachers teach in a clear and concise way. However, lesson approaches do not always help pupils to think deeply. Opportunities for pupils to verbalise thinking and apply what they know are not as well developed. This means pupils struggle to commit learning to long-term memory.

A small number of pupils with complex behaviour needs experience disrupted education due to regular internal and external suspensions. Staff do not systematically check that support is effective in improving pupils' behaviour. Recent improvements to review this process are not yet well developed. The school does use alternative education in a thoughtful way to help pupils re-engage positively with education.

Most pupils do treat each other with kindness and respect. They report that this is an inclusive school where all are welcome. A rich offer of clubs and trips are well attended by all. The school takes careful steps to make sure disadvantaged pupils benefit fully from this offer. A well-developed careers curriculum helps pupils make informed decisions about their future. Work experience and regular encounters with employers and further education raise pupils' aspirations.

A lack of sharp focus in the past has meant that pupils have a limited awareness of different faiths, cultures and perspectives. Pupils are not confident to debate meaningfully about current affairs. Student leadership opportunities are well-intended. However, pupils are not clear how to have their voice heard. The school's work on anti-bullying has raised pupils' awareness of the impact of 'banter' and bullying. Pupils feel incidents of bullying are decreasing as staff are more effective when dealing with it.

More pupils are now attending well. Staff continue to provide appropriate attendance support for those who need help. The school has implemented a number of other important changes to improve provision for pupils. However, governors recognise that there is a need to evaluate the effectiveness of the school's work more strategically. For example, to check if the recent actions taken to alleviate staff's workload are having the desired effect. This would then enable them to assess if the measures taken are understood and beneficial for all.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching is not sufficiently designed to address gaps in some pupils' knowledge and extend pupils' thinking. This means that some pupils do not learn as well as they could. The school should continue to ensure that staff have the training and expertise they need to adapt learning so pupils master concepts, enabling them to form more complex ideas.
- The school does not consistently check that the support in place for pupils with SEND is meeting pupils' needs effectively. This means that pupils do not receive the appropriate help they need to learn well. The school should continue to develop how it reviews the impact of in-class support and interventions to ensure that pupils with SEND learn as well as they can.
- Processes to re-integrate pupils successfully back into school are not systematic. This means that some pupils do not get the effective support that they need to manage their behaviour and reduce the risk of further suspensions. Leaders should review how they re-integrate pupils back into school, providing them with the right support, which is regularly evaluated, so that repeat suspensions are reduced.

- Much of the school's work is new and processes to review the impact of actions are not yet well formed. The school is not sufficiently clear on the effectiveness of some aspects of its work and its impact on staff workload. The school should ensure that there are robust and strategic processes in place to fully assure itself about the indicators of school improvement.

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	116423
Local authority	Hampshire
Inspection number	10321834
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	565
Appropriate authority	The governing body
Chair of governing body	Maggie McMurray
Headteacher	Martyn Reah
Website	www.hayling.hants.sch.uk
Dates of previous inspection	14 and 15 June 2023, under section 8 of the Education Act 2005

Information about this school

- The school currently uses two registered and five unregistered alternative providers.
- 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.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Meetings were held with the headteacher, senior leaders, staff, pupils and members of the governing body, including the chair of the governors. The lead inspector had a meeting with a representative of the local authority.
- An inspector held a telephone discussion with members of staff from a sample of the alternative providers.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, modern foreign languages and physical education. 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.
- To evaluate the effectiveness of safeguarding, the 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 spoke to staff, including early career teachers, 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 the free-text comments, and three letters from staff and parents. Inspectors considered the views of pupils shared in the confidential pupil survey and through discussions held with pupils throughout the school.

Inspection team

Michelle Payne, lead inspector	His Majesty's Inspector
Anne Cullum	Ofsted Inspector
Peter Fry	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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