

# Haileybury Turnford

Mill Lane, Cheshunt, Waltham Cross, Hertfordshire EN8 0JU

## Inspection dates

22–23 May 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Recent changes introduced by school leaders have set the school on the right path, but there is more work to do before standards are good.
- Up to now, pupils have not made enough progress from their starting points in science, history and geography, but there are signs that current pupils are beginning to do better.
- Disadvantaged pupils, pupils who have special educational needs (SEN) and/or disabilities, and pupils of lower ability do not make enough progress.
- The quality of teaching is too variable. Some teachers do not routinely plan work that meets the needs of pupils.
- Teachers do not follow literacy and numeracy strategies consistently across the school. Consequently, pupils do not have sufficient opportunities to apply their numeracy skills, develop their reading and understanding of texts, and write at length accurately.
- Leaders' and teachers' use of assessment data to track the progress of individual pupils and groups has not been effective enough, particularly in key stage 3.
- Some pupils do not routinely behave in an acceptable manner in lessons. Where this occurs, teachers do not manage poor behaviour consistently well.

### The school has the following strengths

- The principal has galvanised the school into action. Important and worthwhile changes are being implemented rapidly.
- Improvements are increasingly evident, including in the progress made by the pupils. Leaders and staff have responded well to the challenges set by the principal and an incisive governing body.
- Committed and enthusiastic support from the sponsor partner, Haileybury, is developing higher aspiration among pupils. Pupils want to make the school a better place to learn and want to achieve well.
- Pupils' attendance is improving and persistent absence is reducing considerably. Leaders are taking effective action to improve further the attendance of those who are still persistently absent.
- Pupils' conduct around the site is orderly and calm.
- The sixth form is good. Sixth-form students attend well and are punctual. Higher quality teaching in the sixth form helps students to make good progress in academic and vocational courses.

## Full report

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

- Improve the quality of teaching, learning and assessment by ensuring that all teachers:
  - have consistently high expectations of all pupils
  - use pupil information to plan learning that challenges pupils sufficiently, and set activities that match the varying needs and abilities of pupils
  - encourage high levels of numeracy and literacy, particularly in spelling, punctuation and grammar, across all subject areas.
- Improve pupils' behaviour by ensuring that teachers manage behaviour consistently to reduce low-level disruption in classrooms, and to support pupils to develop respectful attitudes.
- Improve the effectiveness of leadership and management by ensuring that:
  - all leaders reinforce the culture of high aspirations and expectations of staff and pupils
  - all leaders take an active role in rigorously evaluating and improving the quality of teaching, learning and assessment across the school
  - the use of assessment data helps all staff to understand whether pupils and groups of pupils are on track to achieve well so they can provide extra support to those falling behind
  - outcomes for all pupils and for groups of pupils improve, particularly for disadvantaged pupils, pupils who have SEN and/or disabilities and pupils who have lower ability
  - standards rise rapidly in science, geography and history.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The principal, appointed in September 2016, has taken decisive action to bring about improvement. Since his appointment, senior and middle leaders are monitoring the quality of teaching and learning more closely, which is bringing about improvements. Some middle leaders are relatively new to their roles, for example in science and history, so it is too soon to see the impact of change in these subjects.
- Until the last academic year, leaders did not ensure that all pupils achieved well and made good progress from their various starting points. However, standards in mathematics and English are rising. In addition, there are improvements in disadvantaged pupils' progress in a range of subjects in key stage 3.
- In the past two years, there have been three leaders for the provision of SEN and/or disabilities. This turbulence has resulted in the misidentification of needs, a lack of support for teachers in meeting the needs of pupils, and pupils' underachievement. A lack of clarity regarding the impact of the funding for SEN and/or disabilities has not helped to secure better outcomes. The new leader in post is well informed and well supported, and has begun to make improvements. For example, they ensure that the right pupils are on the SEN register.
- The tracking of pupils' progress has not been sufficiently effective in quickly identifying those who are falling behind and providing the extra support they require. Leaders do not have a clear picture of pupils' progress in key stage 3. In addition, leaders do not accurately track some groups' progress, such as lower ability pupils or those who are disadvantaged.
- Up until September 2016, humanities subjects were taught together rather than discretely. Over time, weak delivery of this arrangement has led to poor subject knowledge and low standards among pupils. As a result of their scrutiny, senior leaders have altered the curriculum. Humanities subjects are now taught separately. While standards in history and geography are more in line with expectations in Years 7 and 8, older pupils are still trying to catch up.
- Low numbers of pupils gained the English Baccalaureate last year. The new options process is likely to give more pupils the opportunity to gain the English Baccalaureate in future years.
- The curriculum supports pupils to be good citizens. For example, through their tutor-time programme and personal and social development lessons, pupils have the opportunity to discuss current affairs, multiculturalism and living in modern Britain. A wide range of extra-curricular sporting opportunities also encourage pupils to stay healthy.
- The principal's frank and realistic evaluation of the school's effectiveness is providing a solid basis for work that is now leading to increasingly rapid improvement at the school. Staff and pupils appreciate his visibility around the school and his openness. Newly qualified teachers spoke enthusiastically about the training they have received and the personal support from the principal. They appreciate his responsiveness, his willingness to help in lessons and the fact that 'his door is always open'.

- Parents and carers commented via the Ofsted questionnaire, Parent View: 'The school has really progressed since the new principal has arrived. The teachers now have the same passion for their job,' and, 'The new senior leadership team is refreshing and very positive for the future'.
- Leaders correctly identified improving the attendance of disadvantaged pupils as a priority in using the pupil premium funding. The attendance of this group of pupils has improved. As a result, more pupils are making better progress as they are attending school more regularly.
- School leaders spend the Year 7 additional catch-up funding effectively. Pupils who enter the school with low starting points in literacy access a structured programme that enables them to develop their spelling and reading skills. Inspectors heard some of these pupils read well because of this support. However, leaders have identified that there is more work to do in addressing the low literacy levels of pupils in older years.
- In conjunction with the sponsor school, the school makes extensive provision for pupils' spiritual, moral, social and cultural development. For example, pupils attend the Christmas service at Haileybury's chapel.
- The school's approach to careers education, information, advice and guidance is well thought out and contributes to the school's success in helping pupils into further education, employment or training.

## **Governance of the school**

- Governance is highly effective.
- Governors know their school extremely well. They are articulate and passionate about education and are confident to ask appropriately challenging questions. They are committed to their role and regularly monitor the school improvement plan and a list of critical actions. They are often involved in evaluative activities, such as observing around the school and talking with pupils and staff. Governors also use external educational advisers to help give an independent, well-rounded view of the school.
- Governors play an important role in school improvement, working closely with the sponsor school to secure additional resources to improve the school's environment and pupils' learning experiences. Governors are skilled at looking at performance information so they have a good level of understanding about the progress pupils are making and need to make. The governing body is fully aware that pupils' progress is not consistently good, especially in science.
- Governors have a thorough understanding of teachers' performance management arrangements. As well as holding teachers and leaders to account, they ensure that the management of teachers' pay is effective.

## **Safeguarding**

- The arrangements for safeguarding are effective. There are clear systems that members of staff follow consistently.
- Safeguarding is a high priority within the school and record keeping is thorough and methodical. Leaders constantly review their provision to ensure pupils' safety. For

example, leaders have recently reviewed medical procedures so that all staff are rigorous in applying them.

- School staff with dedicated responsibilities for safeguarding are constantly available. They work closely with outside agencies, ensuring that referrals are made in a timely way to get pupils and their families the help they need. Pupils and parents have confidence in the school's ability to keep pupils safe. There are frequent opportunities for pupils to learn about keeping themselves safe in a variety of contexts.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching, learning and assessment are not consistently strong enough to ensure that all pupils make good progress. There is too much variability across and within subjects, and between different year groups.
- Teachers do not regularly use the information that they have about pupils to plan work at the correct level. Therefore, pupils often complete the same work as their peers, regardless of whether it is too easy or too hard for them.
- The teaching does not consistently support the learning of pupils who have lower ability, even in subjects where, more generally, the pupils do reasonably well. This is also the case for disadvantaged pupils and pupils who have SEN and/or disabilities. Teachers do not consider their needs carefully enough. In such circumstances, these pupils do not learn enough.
- Pupils also make less progress when teachers do not deal with misbehaviour and inattentiveness effectively.
- There are weaknesses in the teaching of literacy. Opportunities for pupils to develop their reading and writing skills beyond English are overlooked. Pupils are at times unable to tackle GCSE questions in other curriculum subjects successfully, or achieve the higher grades. Some teachers do not insist on accuracy with spelling, punctuation and grammar.
- Where mathematics is taught by specialists, pupils' progress is stronger. Teaching is helping pupils to improve their mastery of mathematics, use their problem-solving skills and apply them to real-life situations. Non-specialist teachers in key stage 3 are not as adept at providing challenge and building on prior knowledge from key stage 2. There are not enough opportunities for pupils to use and apply numeracy skills in other subjects, such as science.
- In subjects where pupils make better progress, such as in English, design technology and the arts, teachers use a variety of ways to gain pupils' interest in their learning. Teachers plan effectively and use different tasks and questions to test pupils' understanding. Teachers have high expectations and set pupils challenging work to do. For example, in a Year 8 dance lesson, pupils effectively assessed each other's work to improve their performance. This was guided by the teacher so that pupils' language was evaluative and focused, using technical vocabulary.
- In several subjects, teachers are adept at using talk to explore ideas and test pupils' understanding. Some teachers also explain their thinking out loud. This is particularly helpful when showing pupils how to solve problems and addressing their misconceptions.

- Assessment books are providing a good record of the knowledge, skills and understanding required for each topic. Teachers provide consistent feedback according to the school's policy.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils dress well in their uniforms and are generally proud of, and loyal to, their school. Pupils spoke enthusiastically about the opportunities they have been given with the sponsor partner school. This is developing their aspirations. One Year 9 pupil commented that he wanted his school to do equally well and that they are addressing the school's issues together 'one step at a time'.
- Pupils are proud of their work in their assessment books. However, teachers do not consistently insist on good presentation in pupils' general exercise books.
- Pupils feel very well supported by the school. Teachers teach them to stay safe online and pupils can explain how to avoid potential dangers when using social media. Pupils know members of staff they can turn to should any concerns arise.
- The school is inclusive and pupils appreciate diversity. The emphasis given to spiritual, moral, social and cultural development prepares pupils well for their future roles as citizens of modern Britain. They are understanding of those who are different from themselves.
- Pupils appreciate the strong impartial careers advice and guidance they receive. This is helping pupils in Years 10 and 11 to think differently about possible career options and raising their aspirations, especially those of disadvantaged pupils. Almost all aspire to continue their studies into further education.
- Leaders effectively check the welfare, behaviour, attendance and progress of the small number of pupils who attend alternative provision. Communication between school staff and the providers is good. These pupils follow a personalised curriculum that is well suited to their needs.

### Behaviour

- The behaviour of pupils requires improvement.
- Pupils indulge in low-level disruption when they are unclear about what they should be learning or when they are not being closely supervised in the classroom. This was particularly the case in Year 10 classes.
- Fixed-term exclusions have reduced notably over the last two years, including among disadvantaged pupils and pupils who have SEN and/or disabilities. However, these two groups are still much more likely to be excluded than any other groups of pupils at the school.

- Pupils care about and respect the school environment. They move around the school site in a calm and orderly fashion. Pupils are well behaved in lunchtime queues. They arrive to lessons punctually.
- Owing to leaders' robust actions to bring about improvements in attendance, it is now in line with the national average. Attendance has also improved for disadvantaged pupils and pupils who have SEN and/or disabilities. Although still higher than the national average, persistent absence has also declined.

## Outcomes for pupils

## Requires improvement

- Pupils' progress varies too much, both within and between subjects, because of the unevenness in the quality of teaching over time. While the pupils make good progress in some subjects, they do not do so across the full range of the curriculum.
- The pupils who have SEN and/or disabilities and pupils of lower ability make notably less progress than other groups at the school. This is due to teachers' inconsistent support for their needs, particularly in literacy.
- In 2017, disadvantaged pupils attained on average a grade lower per qualification than others nationally. The difference is diminishing in key stage 3, where disadvantaged pupils are attending school regularly and performing well in a range of subjects. However, there is still work to do, across a range of subjects, to help disadvantaged pupils catch up in Years 9, 10 and 11.
- For the past two years, pupils' progress in science and humanities has been in the bottom 20% nationally. Currently, pupils are making better progress than previously. The improvements in teaching and curriculum provision are recent, however, and pupils in key stage 4 lack the prior knowledge to help make connections in their learning for their GCSE courses.
- Pupils make better progress in English and mathematics because of better teaching. Pupils enter the school with typically below-average attainment. In 2017, the proportion of pupils achieving a grade 5 or better at GCSE was in line with the national average. The school's performance information and work in books show that current Year 11 pupils are performing better than the previous cohort.
- In 2017, the most able pupils' progress was in the top 20% nationally for the open element of Progress 8. Most-able pupils respond well to the high expectations and levels of challenge demanded of them in design technology, dance, drama, art and physical education. The sharp attention to detail is reflected in the learning environment. For example, in design technology, the herb garden enhances knowledge and understanding of food and nutrition in Year 7.
- Information provided by school leaders shows that all pupils progress to further education, employment or training. The small number of pupils who follow alternative provision are doing well on their courses.

## 16 to 19 study programmes

## Good

- Sixth-form leaders effectively monitor the progress that students make. Through this monitoring, they swiftly identify students who are at risk of falling behind. Intervention

is put in place quickly, which ensures that students continue to make good progress in their learning.

- Teaching, learning and assessment are good. Teachers know their subject content and examination syllabuses well. Teachers prepare students well for the rigours of A-level study, encouraging them to read widely and to reflect on their work.
- Teachers and students in the sixth form have good relationships. Pastoral care is good. Students feel valued and commented that they feel they are treated as adults. Students reported that there is a real sense of partnership. This is reflected in their positive attitudes to learning and their pride in their work.
- Owing to the extensive programme of careers advice and guidance, students are well informed about university, apprenticeships and the world of work, and almost all progress to these options. Students told inspectors that the guidance and support had made finance and the process of applying to university 'less daunting'. The recent work with the sponsor school on applications to Russell Group universities is bearing fruit. Leaders and students are proud that, for the first time in the school's history, offers for university places include Cambridge University.
- Students enjoy their courses and feel supported by teachers. As a result, students attend regularly, are punctual to their lessons and finish their courses of study.
- Students who enter the sixth form without an appropriate pass in GCSE English and/or mathematics receive additional tuition to support them in improving. Owing to this support, almost all students secure at least a grade 4 (previously grade C) in English, and numbers securing a grade 4 in mathematics are improving.
- Students' progress in vocational qualifications is strong. Students' progress is in the top 20% nationally for applied general qualifications. However, there was a decline in girls' performance in academic subjects in 2017. Leaders are aware of this and are taking appropriate action to ensure that this does not happen again.



## School details

Unique reference number	142051
Local authority	Hertfordshire
Inspection number	10046628

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

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	884
Of which, number on roll in 16 to 19 study programmes	142
Appropriate authority	The board of trustees
Chair	Russell Matcham
Principal	Robin Newman
Telephone number	01992 308333
Website	<a href="http://www.haileyburyturnford.com">www.haileyburyturnford.com</a>
Email address	<a href="mailto:enquiries@haileyburyturnford.com">enquiries@haileyburyturnford.com</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school became a sponsored academy in September 2015. The sponsor partner is Haileybury, a leading independent school. The current principal joined the school in September 2016.
- The school is smaller than the average-sized secondary school.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who have SEN and/or disabilities is above average; it is lower than average for pupils with a statement of special educational needs, or an education, health and care plan.

- The school meets the government's current floor standards. These are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 11.
- The school uses alternative provision for a small number of pupils at Rivers Education Support Centre.

## Information about this inspection

- Inspectors observed learning at length in 31 lessons and undertook six learning walks, where they observed 20 parts of lessons. Some lessons were jointly observed with senior leaders. Inspectors also observed tutor time and assemblies and looked at pupils' work in lessons across all year groups.
- The lead inspector met with the principal, the two vice-principals, newly qualified and trainee teachers, the sponsor partner, members of the local governing body and a school improvement adviser.
- Inspectors held meetings with the school leaders who have responsibility for safeguarding, teaching, behaviour, attendance, sixth form, and SEN and/or disabilities.
- Inspectors observed pupils' behaviour during lessons and at breaktimes and lunchtimes. They listened to Year 7 pupils reading and spoke with pupils from all key stages at arranged times. Over the two days, inspectors also spoke with pupils about their learning and their safety as opportunities arose.
- Inspectors scrutinised a wide range of documents, including the school's self-evaluation, the school's development plan, minutes of meetings of the governing body, information about the attainment and progress of all pupils, records relating to behaviour, attendance, safeguarding and SEN and/or disabilities, school surveys and information on the school's website. They also checked the school's single central record.
- Inspectors evaluated 57 responses to Parent View, Ofsted's online questionnaire, and 49 responses to the staff questionnaire.

## Inspection team

Liz Smith, lead inspector	Ofsted Inspector
Nick Asker	Ofsted Inspector
Gerard Batty	Ofsted Inspector
Paul Copping	Ofsted Inspector

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