

Haileybury Turnford

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

Unique reference number (URN): 142051

Inspection report: 21 April 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Working closely with families means leaders have a deep and detailed understanding of what help pupils need to attend school regularly. Pastoral teams carefully analyse data and draw on a range of effective interventions to support pupils to attend regularly. The importance of being in school is promoted by all staff. Leaders' highly effective work ensures pupils attend well. Disadvantaged pupils and pupils with special educational needs and/or disabilities, for instance, have high attendance, often above the national averages for these groups. Persistent absence continues to reduce as leaders help and support those that find attending school tricky.

Over time, leaders have established a culture where impeccable pupil behaviour and positive attitudes are typical. Leaders are meticulous in spotting if pupils need further help with their behaviour. Lessons are rarely disrupted by low-level issues. Serious poor behaviour, such as bullying, is uncommon. This is because staff teach the importance of behaving well, respecting others and showing kindness in a positive way. Staff use the school's behaviour processes consistently well. Across the school, pupils of all ages value how staff spot and reward good behaviour. Older pupils, and students in the post-16 provision, are excellent role models for others.

Inclusion

Strong standard ●

The school's approach to inclusion is a strength. A well trained and resourced inclusion team understands, in detail, the various barriers to learning that pupils face in this community. Pupils with special educational needs and/or disabilities, for instance, access high-quality support both in class and in 'the flex centre'. This is because the information that staff receive is detailed and helpful in consistently ensuring that pupils' needs are met.

Pupils are successful in their learning because they access high-quality provision, including emotional support, as well as well-taught interventions in reading and numeracy. The school's pupil premium strategy is well considered and informed by research. The strategy is working well to improve disadvantaged pupils' attendance and achievement, for instance.

High-quality help and support is available for all pupils, including those known (or previously known) to social care. Leaders have highly effective relationships with a range of agencies, including the virtual school, which provides pupils with further specialist expertise where needed.

Leaders continually review the support that all pupils receive to ensure it keeps them on the path to success. No matter what the barrier, leaders ensure pupils get the guidance they need to be successful and take part fully in school life.

Personal development and wellbeing

Strong standard ●

The personal development programme is the golden thread that runs through school life. It has played an integral part in creating a school that has an inclusive, welcoming culture with

highly respectful and motivated pupils. The personal, social, health and economic (PSHE) education curriculum is well planned from Year 7 to post-16. PSHE lessons are taught by subject experts. The curriculum is further reinforced through other subjects such as citizenship, relationships and finance education. The curriculum is built on further through effective use of assemblies and form time. Pupils build detailed knowledge, for instance, of how to manage their money, the importance of respect and equality and how to keep safe. Pupils have a robust understanding of British values, such as mutual respect for different faiths and beliefs. They live by these taught values and so treat each other and staff with respect. Pupils, including those students in the post-16 provision, run charity events and volunteer in the community. These events are purposely planned to further develop pupils' character and personal development.

The school's 'co-curricular' offer enables pupils and students to access a range of clubs, trips and other experiences. Clubs are well attended by all, including the most disadvantaged. Leaders ensure there are no barriers for pupils to access this provision. Pupils access music concerts, drama productions and other events at school or in partnership with the school's sponsor. Due to this support, students in the post-16 provision, for instance, can access international visits, such as trips to Uganda or Australia. These experiences are designed to broaden pupils' horizons and take them beyond the school gates.

Working closely with local and national providers, leaders ensure the careers provision is of high quality and is carefully tailored around pupils' needs and aspirations. Students in the post-16 provision move on to a range of universities, businesses and apprenticeships.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well, particularly in the core subjects of English and mathematics. This is broadly reflected in the outcomes of national tests and assessments. Where leaders have improved the curriculum further, for instance in science, achievement continues to improve. Due to the highly effective ways the school reduces barriers to learning, disadvantaged pupils and those with special educational needs and/or disabilities learn well from their varied starting points. This includes a number of pupils who join the school later in their school life.

Pupils gain important foundational knowledge through the various subjects in the school and through highly effective catch-up provision for those that need it. This includes students in the post-16 provision who did not achieve the required English and mathematics qualifications at GCSE. By the time pupils leave the school in Year 11 (or Year 13 in post-16), they have the necessary knowledge and attributes to be successful in their next steps.

Curriculum and teaching

Expected standard 

Leaders ensure pupils access an ambitious curriculum and continually refine and improve the sequencing so that knowledge is presented in a logical order. Staff access effective

professional learning opportunities that support their practice in the classroom. Consequently, much of the curriculum, including in the post-16 provision, is taught well. The school's 'lesson principles' mean most staff know, and increasingly use, effective teaching methods. Many staff model and explain concepts clearly, following a recent focus on this area. Staff effectively adapt lessons to meet pupils' needs.

Typically, checks on learning are used well to spot where pupils might need help or where further work is needed to help deepen their understanding. Teachers are still getting to grips with this practice and sometimes miss opportunities to develop pupils' understanding further.

A strength of the curriculum is how the school supports pupils to build their basic foundational knowledge, including vocabulary. Rigorous checks on reading knowledge, for example, ensure staff know who needs extra support so that reading is not a barrier to accessing the ambitious curriculum. Well-trained staff effectively help pupils catch up and develop the necessary reading knowledge. This enables them to access the full curriculum and keep up with their learning. Pupils enjoy reading, particularly the books they read with their form tutors.

Leadership and governance

Expected standard ●

Leaders have a detailed understanding of their school community. Leaders put inclusion, raising aspiration and reducing barriers at the heart of their work. The school's positive culture is a direct result of leaders' purposeful planning and effective actions. Consequently, pupils and students feel part of a community where they attend and behave well. Leaders do not rest on their laurels. They actively seek out what is working in their school and where further work might be needed. Achievement continues to improve as leaders focus on improving and building capacity in curriculum leadership, particularly in areas where pupils are not achieving as well. Leaders work in partnership with a range of external agencies and their school sponsor to ensure they are using effective practice to move the school forward.

Staff value the high-quality professional learning they receive. Training around the school's lesson principles, for instance, has had a positive impact on teachers' classroom practice and confidence. Staff are supportive of school leadership, including the effective manner in which leaders manage their wellbeing and workload. Parents and carers who responded to Ofsted surveys were overwhelmingly supportive of the school's work, particularly with regard to the help and support their children have received.

Trustees, including those from the school's sponsor, know exactly where further work is needed. They fulfil their statutory responsibilities with diligence. Those responsible for governance robustly hold leaders to account for their actions and carefully monitor the impact of the school's work. They commission appropriate external reviews into subject areas or safeguarding.

Post 16 provision

Expected standard ●

Leaders continue to improve the curriculum and offer in the school's post-16 provision. Students access a range of different academic and vocational qualifications. The curriculum is highly inclusive and accessible to students of all abilities. In the most effective lessons, teachers are expert at supporting learning at this level. They carefully craft lessons around

students' needs and use high-quality questioning and discussion to deepen students' subject knowledge. Most students go on to achieve well from their differing starting points. This hasn't always been the case for a small number of students with higher prior attainment. A swift review of the post-16 provision has enabled leaders to put in extra expertise and training for staff. This is because some staff do not always support students well enough to develop detailed knowledge of their subjects and achieve well.

Students benefit from in-school mentoring and high-quality careers advice. The personal development programme in post-16 mirrors the strong provision in the rest of the school. Students access important topics such as relationship education, finance and drugs education that prepares them for wider society and their next steps. Many students support younger pupils in the school's clubs or run their own provision. There are significant opportunities for students' wider enrichment.

What it's like to be a pupil at this school

Pupils are rightly proud of their welcoming, inclusive school community. The high-quality personal development curriculum supports pupils to have an in-depth knowledge about diversity, tolerance and mutual respect. Pupils behave impeccably. They show high levels of consideration and kindness towards their peers and staff. They feel safe. Pupils value the rewards for behaving well. Bullying and serious behaviour are rarely an issue. They trust staff to sort out any issues or concerns. This is a place where everyone is accepted and can be themselves.

Pupils have highly positive attitudes to school life. In class, they focus determinedly on their studies. Pupils access a range of subjects in their curriculum, including Latin. Pupils are well supported because staff have an in-depth knowledge of their varying needs and backgrounds. Pupils receive effective, tailored support to plug any important gaps in their reading or number knowledge. Staff break down barriers to ensure pupils get the help, support and guidance they need to be successful. This means that pupils typically attend regularly and achieve well from their various starting points, including in the post-16 provision. High-quality pastoral support gives pupils effective tools to manage their own behaviour or get back on track when things get tricky.

A wide range of activities and clubs complement the school curriculum. There is something for everyone to get involved in, and many do. Pupils take part in exciting music events and drama productions, for instance, often in partnership with the local sponsor school. Leaders ensure all pupils access opportunities that broaden pupils' horizons and raise their aspirations.

Pupils, including those in the post-16 provision, access appropriate work experience and highly effective careers advice and guidance. Students move on to a range of universities, appropriate apprenticeships and workplaces. They are very well prepared for their next steps in education, employment or training.

Next steps

- Staff should have the necessary expertise to make effective checks on pupils' learning to identify where they may need further help or practice.
 - Leaders should ensure staff have the expertise to use effective learning opportunities to deepen pupils' and post-16 students' understanding of the subjects they study so they achieve well.
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About this inspection

The school is part of the Haileybury Academy Trust, which means that other people in the trust also have responsibility for running the school. The principal, Robin Newman, is the accounting officer of the trust. The trust is overseen by a board of trustees, chaired by Mr Robert Whitaker.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, senior leaders, the chair of trust, trustees, staff and pupils during the inspection. They visited lessons and observed behaviour during the school day.

Inspectors reviewed the findings of the parent, staff and pupil Ofsted online surveys.

The inspectors confirmed the following information about the school:

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.

The school makes use of 6 alternative provisions, including 4 that are unregistered.

Robin Newman: Principal

Lead inspector:

Damian Loneragan, His Majesty's Inspector

Team inspectors:

Jason Howard, Ofsted Inspector


Steven Hogan, Ofsted Inspector

Aimee Bray, Ofsted Inspector

Wayne Jarvis, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 April 2026

School and pupil context

Total pupils

967

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,160

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

33.33%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.79%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

9.41%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	36.9%	45.4%	Close to average
2023/24 (final)	35.5%	45.9%	Below
2022/23 (final)	40.7%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	43.3	46.0	Close to average
2023/24 (final)	42.5	45.9	Close to average
2022/23 (final)	45.5	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.05	-0.03	Close to average
2022/23 (final)	0.30	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	22.9%	25.8%	Close to average
2023/24 (final)	29.6%	25.8%	Close to average
2022/23 (final)	30.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	37.6	34.9	Close to average
2023/24 (final)	37.7	34.6	Close to average
2022/23 (final)	39.0	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.46	-0.57	Close to average
2022/23 (final)	-0.06	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	22.9%	53.1%	-30.3 pp
2023/24 (final)	29.6%	53.1%	-23.5 pp
2022/23 (final)	30.0%	52.4%	-22.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	37.6	50.4	-12.8
2023/24 (final)	37.7	50.0	-12.3
2022/23 (final)	39.0	50.3	-11.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.46	0.16	-0.62
2022/23 (final)	-0.06	0.17	-0.23

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	93%	91%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	97%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	26.95	34.99	Below
2023/24 (final)	29.26	34.38	Below
2022/23 (final)	27.32	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.2	0.0	Below
2023/24 (revised)	0.2	0.0	Above

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.3%	8.1%	Close to average
2023/24 (3 term)	7.6%	8.9%	Close to average
2022/23 (3 term)	7.8%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	22.9%	21.9%	Close to average
2023/24 (3 term)	22.9%	25.6%	Close to average
2022/23 (3 term)	22.3%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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