# Challenge Partners Quality Assurance Review Written Report

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>Hayes School</th>
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<tbody>
<tr>
<td>School Address:</td>
<td>West Common Road, Hayes, BR2 7DP</td>
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<td>Hub School:</td>
<td>Hayes School</td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>0208 462 2767</td>
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<tr>
<td>Email address:</td>
<td><a href="mailto:SJW@hayes.bromley.sch.uk">SJW@hayes.bromley.sch.uk</a></td>
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<tr>
<td>Unique Reference Number:</td>
<td>101673</td>
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<tr>
<td>Local Authority:</td>
<td>Bromley (Academy Trust)</td>
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<tr>
<td>Type of School:</td>
<td>11-18 Comprehensive</td>
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<tr>
<td>School Category:</td>
<td>Academy</td>
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<tr>
<td>Age range of pupils:</td>
<td>11-18</td>
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<tr>
<td>Number on roll:</td>
<td>1664</td>
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<tr>
<td>Principal:</td>
<td>Steve Whittle</td>
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<tr>
<td>Date of last Ofsted inspection:</td>
<td>5-6 June 2013</td>
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<tr>
<td>Grade at last Ofsted inspection:</td>
<td>Outstanding</td>
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<tr>
<td>Date of Quality Assurance Review:</td>
<td>21-23 November 2016</td>
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies  Outstanding
Pupil Outcomes  Outstanding
Quality of teaching, learning and assessment  Outstanding

Area of Excellent Practice:
Student Leadership  Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Hayes School appears to be firmly within the Outstanding grade as judged by Ofsted in the school’s previous Ofsted report.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.
Information about the school

- Hayes is a larger than average mixed comprehensive school in Bromley, in the Greater London area. At the time of the review, there were 1664 students on roll. The attainment of students upon entry to the school is significantly above national averages, with a significant proportion of higher attaining students.
- The majority of students are White British with low mobility and smaller than average numbers of students from minority ethnic groups. The proportion of students whose first language is not English is also below the national average.
- The proportion of disadvantaged students supported by the Pupil Premium is well below the national average. The school is in the lowest national percentile for the deprivation indicator.
- The proportion of disabled students and those who have special educational needs and/or disabilities is below national average. The specialist unit for speech and language offers provision for students with special difficulties or speech, language and communication needs.
- The school has a larger than average staff. An extended leadership team includes a Chief Executive Officer, a Principal, a Vice Principal in charge of the Teaching School, eight Assistant Heads working with middle leaders in a distributed model of leadership and a Business Manager.

School Improvement Strategies

What Went Well

- The extended senior leadership team includes a wide range of roles and responsibilities; colleagues work closely together to ensure the delivery of strategic aims and objectives. The drive and ambition referenced in the previous Challenge Partners review continues to be very striking to external observers.
- The commitment of senior leaders and governors to a culture of partnerships is exemplary. A strong Teaching School offer is delivered alongside a well-respected local SCITT. A more recent partnership with local primary schools is also helping to develop effective transition arrangements focussed on raising achievement for year 7 pupils.
- Senior leaders are proactive in generating a culture of consultation and commitment amongst staff. The School Development Plan (SDP) is produced in consultation with teaching staff, parents and students and priorities are embedded in the ‘Hayes Way’ and ‘Nine Necessities of Teaching and Learning’. The Sharepoint portal also offers teachers a strong resource for planning and teaching. The necessities are also highly visible in teachers’ planners. The 3-5 year vision for the school is clearly articulated with the school’s values and attributes underpinning outcomes and relationships.
• The school has established strong international links and embedded a clear vision of global education values. A range of visits to different countries by senior leaders has promoted cultural understanding of pedagogy and practice.

• The school has established an effective infrastructure for raising standards. The close targeting of departments who need support, as well as a level of challenge for middle leaders with data analysis, is generating incisive target setting.

• Provision of intervention programmes for disadvantaged students is well-planned and leaders are able to articulate clear impact. The ‘moving up’ policy is having a clear impact and is well-managed by new staff who are keen to embrace the opportunity to make a contribution to the school community. Mentoring programmes sit alongside the deployment of specialist teachers in a range of Ebacc subjects.

• A wide range of leadership roles is available for students. Effective modelling of leadership is demonstrated by the structure of the School Cabinet.

• Staff have access to a coherent and wide ranging Continuing Professional Development (CPD) programme, including the development for middle leaders, newly qualified teachers and outstanding teachers. New starters are provided with a six weekly programme of induction, including pedagogic discussion and introduction to the use of lesson study to drive improvement and innovation.

• Parents express high levels of satisfaction with the school. An annual survey is completed by significant numbers of parents, with over 92% agreeing that their child is making good progress at the school and 87% agreeing that ‘valuable information’ is provided on progress.

Even Better If…

…the infrastructure for Careers Education, Information and Guidance was developed to ensure coherence and consistency for all pupils. In order to ensure that the full range of pathways was highlighted for Year 11 students, the school is advised to ensure that the IAG offer is suitably comprehensive.

…the School Development Plan was refined to draw together key messages and documents. The school might consider using the Teaching and Learning Handbook as a template for all teachers with the ‘Hayes Way’ and ‘Nine Necessities’ added as appendices.

…Quality Assurance protocols were developed to align middle leadership responsibilities for tracking pupil progress with performance management cycles and documentation.

Pupil Outcomes

• The analysis of 2016 Year 11 outcomes indicates that achievement is rising across all headline measures. Of the 240 students in the cohort, 78% gained 5A*-C grades including English and mathematics. The Basics measure was 78% and the school exceeded the national headline measure in 2015 and 2016.
The school continues to demonstrate a successful academic profile. In the Progress 8 measure in 2016, the school achieved +0.45; Attainment 8 was 57.2 and Ebacc was 41%, up from 21% in 2015. Twenty-one students achieved 10 A*/A grades; 30% of all grades were A*-A, 96% A*-D in Maths, 95% A*-D English.

Key Stage 4 attainment data from 2016 indicates that boys achieve less well than girls.

Attainment data shows that the school continues to present a difference between the achievement of disadvantaged students and their peers. In 2016, 47% of disadvantaged students achieved A*-C in both English and Mathematics compared to 83% of other students. 73% achieved an A*-C grade in English compared with 94% for their peers; in mathematics 53% attained A*-C compared with 84% for their peers. These represented a Progress 8 score of -0.1.

Analysis of Key Stage 4 outcomes across subjects suggests that some subjects performed very strongly: art and design, biology, chemistry, ICT and physics. Some subjects underperform over time: business studies, food technology, design technology, German, sociology and core science.

Limited numbers of vocational subjects with few subjects produce variable outcomes. 96% gain Distinction*-Distinction and there is a value added grade 2 in (ALPS); disadvantaged students perform more strongly than their peers.

The ALPS score for AS was a 3 although higher attainers underachieved in some subjects. Progress from Year 12 to 13 progress and retention are good as 7 out of 11 subjects improved their ALPS score. The Advanced level ALPS score was a grade 4 and A*-B grades were broadly in line with national data.

Year 13 destinations are strong with 93% of 2016 leavers in the UCAS cohort going to a wide range of higher education institutions.

Pupils make good progress from their various starting points although some middle ability students do not achieve outcomes which are as strong.

Quality of teaching, learning and assessment

What Went Well

Across the majority of lessons observed, students were highly engaged in their learning. Teachers were very effective in measuring progress against clear assessment objectives which were effectively displayed.

Teamwork is embedded across the curriculum with peer support and collaborative learning emphasised, particularly in sixth form lessons. The principles of student leadership frame planning and teaching.

Students demonstrate very positive attitudes to learning in lessons, as well as courteous behaviour around the site. Overall, they demonstrate the attributes of confidence and respect and use the language of learning to describe the development of skills in independent learning.
• Advanced subject language is used by teachers demonstrating strong subject knowledge; target language is also used particularly effectively in modern foreign language lessons.
• Teachers uphold high standards of literacy and are clear in their expectations for strong presentation and contextualised oracy.
• Students are very clear about the purpose of activities, demonstrate strong thinking skills and the capacity to take risks.
• There was some evidence of effective practice in extended questioning and sharp assessment for learning practice.
• In some curriculum areas, books are regularly marked with evidence of effective feedback designed to promote progress, especially in English.
• Strong pedagogic practice was also observed in the Specialist Unit, including exemplary questioning and feedback.
• The school has been able to thread elements of spiritual, moral, social and cultural development across the curriculum. The highly effective framework for PHSE: Active provides an opportunity to foster the principles of lifelong learning. Students engage in peer coaching and debate and sessions are carefully planned to maximise engagement.
• Creative planning of sequences of learning enables teachers to produce high quality resources designed to stimulate learning.

Even Better If...

...teachers were vigilant about the potential for passivity in lessons, particularly amongst girls. The philosophy which underpins ‘ACTIVE’ could be highlighted alongside the ‘9 Necessities’. Higher attainers could be further challenged by careful differentiation and systematic interventions.

...expectations for student response to feedback were consistently implemented. The school marking code could be revised and reissued to ensure that colleagues are able to use protocols more coherently.

...a broader range of questioning strategies were used in order to ensure that sufficient thinking time was available and more able learners were fully stretched. Where teacher talk dominates the pace of learning slows.

...the flight path system was embedded in student books and students were clear about the expectations of the Hayes Steps. Key Stage 4 students could also benefit from closer attention to demands of qualification specifications.

Quality of Area of Excellent Practice: Student Leadership

Why has this area been identified as a strength?
The school has identified student leadership as a particular area of excellence because significant numbers of students engage in leadership which is a state of mind and not just an operational framework.

**What actions has the school taken to establish expertise in this area?**  
Students are able to nominate themselves for leadership positions including a range of Student Cabinet roles and specific year group councils for each section of the school. Each leadership forum holds its own small budget and makes recommendations for change which are presented to the student body. There is strong capacity to develop further leadership capacity supported by positive staff, student relationships and effective modelling.  
The VIth Form Leadership group includes a range of key posts including responsibility for charitable engagement, mentoring, Year 7 transition and Key Stage 5 applications. Student leadership extends across the school’s extensive transition partnership. Year 7 students mentor Year 6 students from feeder primary schools. Significant numbers of pupil premium students are also involved in student leadership roles: 12% of Year 7 leaders, 8% of Year 8 leaders and 13% in Year 13. In a particularly innovative example of inclusive education, one student, who has come to school as a result of a managed move, acts as a behaviour advisor.

**What evidence is there of the impact on pupils’ outcomes?**  
The school is also able to present evidence that students engaged in leadership have accelerated their progress, as well as grown their political acumen. Staff distribute leadership points via a sub category on SIMS, with ambassadorial roles allocated by specific departments and prefects working within curriculum areas to support teaching and learning.  
Student leadership is a key aspect of the school’s commitment to partnership. There are many examples of effective leadership including outward facing work with the local community. Student leaders are, for example, engaged in the Bromley Youth Council and act as hosts for international visitors in both face-to-face and digital interactions. The school currently holds the status of a ‘World Class’ learning community and considers student leadership to be one of the key strands of the framework for global citizenship. Senior leaders who are strategically remitted to deliver programmes of student leadership are fully accountable to governors.

The school will continue to act as the Challenge Partners Hub School delivering support alongside the work of the Teaching School.