

Inspection of Hayesbrook Academy

Brook Street, Tonbridge, Kent TN9 2PH

Inspection dates: 6 and 7 December 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Hayesbrook Academy is actively committed to developing pupils as reflective and resilient learners. The school's small size ensures that all pupils are known, valued and nurtured. Pupils and students are well prepared to 'embrace the future challenges of the modern world'.

Behaviour and attitudes are exceptional. The school has high expectations for pupils' behaviour and conduct. Pupils, staff and parents report that behaviour is very well managed. Bullying is not tolerated at this school. Any incidents are dealt with robustly. As a result, pupils feel happy and safe. They enjoy school and this is reflected in their high attendance.

Pupils show a positive work ethic. They enjoy strong and supportive relationships with their teachers and their peers. They show genuine respect and support for one another. They value the opportunity to participate in an extensive enrichment programme, which includes international trips, cultural visits, guest speakers and outdoor activities.

Senior leaders have a passionate and ambitious vision about providing high-quality education for all pupils at the school. This is supported through the school's core values of integrity, courage and imagination. Senior leaders are relentless about raising standards and maintaining high expectations by keeping a high profile around the school.

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

The curriculum is well planned and carefully sequenced across all years, including the sixth form. The school has increased the uptake of languages. The proportion of pupils taking triple science is high. The curriculum is ambitious. It is researched and suitably allied to the national curriculum. The sixth-form curriculum offers a wide range of suitable qualifications. These actively support students' future aspirations and career pathways.

The curriculum in key stage 3 is suitably considered to ensure that pupils master the curriculum and learn more and remember more. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are known and supported. In some subjects, higher prior attainers are not always sufficiently stretched and challenged.

Teachers' subject knowledge is strong, and pupils appreciate this. Teachers use their knowledge well to ask probing questions to develop pupil understanding. Lesson planning ensures that knowledge is revisited through starter activities and regular recaps.

Assessment is well considered. There is a clear and systematic approach to the use of assessment across the school. Teachers check for understanding through a combination of live marking and verbal feedback. This enables pupils to improve their work and address any misconceptions.

Cross-curricular content is developing well but links across subjects are occasionally missed. This was particularly noticeable in the personal, social, health and citizenship education (PSHCE) programme. Opportunities to develop and highlight links to areas, such as English, history and art, are underutilised.

Literacy skills are suitably encouraged across the school. However, there are inconsistencies in the quality of work seen in pupils' books. Reading is given a high priority. There is a well-considered approach to closing reading gaps, but reading is not yet fully encouraged by teachers in all subjects.

Leaders have high expectations for standards of behaviour in the school. The school is calm and orderly. Established routines are embedded. Pupils talk with clarity about the school behaviour policy. Pupils feel they are treated fairly. They are respectful, considerate, proud and polite.

Pupils enjoy school and value the support and help provided by their teachers. The personal development curriculum is supported by the enrichment and extra-curricular offer as well as visits and trips to the Royal Albert Hall, the National Theatre and a residential in Norfolk.

Fundamental British values are taught as part of the PSHCE programme. The programme is responsive when necessary, such as the need to highlight online safety or discuss county lines. Content is age appropriate but links to assemblies, tutorials and other subjects are not efficiently planned and coordinated.

Pupils have had access to an extensive repertoire of careers support, including online careers programmes. The sixth-form careers provision is well thought out and delivered. Students are very well prepared for their next steps, including university courses.

Staff are proud to work at the school. There is a strong culture of collaboration and sharing. A small number of staff raise issues about staff workload. However, many appreciate that this is inevitable to continue to build upon the school's recent successes.

Middle leaders are supported through effective line management, coaching and quality training. Some leaders are still improving their knowledge and expertise. Other leaders are developing their better understanding of curriculum progression and effectiveness.

Governors and trust members have an incredibly good knowledge and appreciation of the school. They use their knowledge well to ask challenging questions of school

leaders. Trust support has been instrumental in recent improvements and future developments.

Safeguarding

The arrangements for safeguarding are effective.

Record-keeping is meticulous in line with trust practices. The designated safeguarding lead has an exceptional understanding of his roles and responsibilities. He is diligent in his dealings with the local authority. All senior staff have undertaken safe recruitment training.

Staff training is extensive. Staff complete modules on keeping children safe as well as online safety. All staff fully understand the systems in place. They feel confident that any concerns will be rigorously followed up.

Pupils have an age-appropriate understanding of healthy and safe relationships. They understand online safety and there has been an increased focus on their mental health. They know that adults in the school will support them when they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of middle leaders are still developing their knowledge and expertise as well as their understanding of curriculum progression and effectiveness. Leaders should continue to support and share the very best practice that already exists in assessment and curriculum planning, in order to drive further improvements.
- The teaching of PSHCE lacks integration with the wider school curriculum. As a result, opportunities for consolidation of pupils' knowledge and skills are missed. Leaders should ensure that the PSHCE curriculum develops pupils' knowledge and understanding coherently across timetabled lessons as well as assemblies, tutorials, focus days and through other subject areas.

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	136349
Local authority	Kent
Inspection number	10226864
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	481
Of which, number on roll in the sixth form	58
Appropriate authority	Board of trustees
Chair of trust	Frank Green
Principal	Michael Crow
Website	www.hayesbrookacademy.org.uk
Date of previous inspection	17 January 2017, under section 8 of the Education Act 2005

Information about this school

- Hayesbrook Academy is a much smaller than average-sized 11 to 18 non-selective school. The school joined the Leigh Academies Trust in September 2021.
- The school does not currently make use of any alternative providers.
- In September 2023, the school intends to change its name to the Leigh Academy Tonbridge. The school will continue as an 11 to 18 non-selective school but will be open to girls and boys.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first standard inspection the school had 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.
- Inspectors conducted deep dives in English, mathematics, science, design and technology, and modern foreign languages. For each deep dive, inspectors spoke to subject leaders about the curriculum, visited a selection of lessons, talked with subject teachers, spoke to pupils and looked at samples of pupils' work.
- Inspectors held meetings with leaders, staff, students and pupils. They looked at the single central record and reviewed safeguarding documentation practices and procedures.
- Inspectors looked at policies provided by the school and the trust. They studied curriculum documentation, suspension statistics, behaviour logs, attendance records and destination information. The lead inspector met with governors, trustees and the chief executive of the Leigh Academies Trust.
- Inspectors considered responses to Ofsted's online survey of parents' views and additional written comments provided by them. They reviewed the responses to the online surveys completed by staff and pupils.

Inspection team

Paul Metcalf, lead inspector	Ofsted Inspector
Lorraine Clarke OBE	Ofsted Inspector
Mary McKeeman	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022