

Inspection of Haybrook College

112 Burnham Lane, Slough, Berkshire SL1 6LZ

Inspection dates:	14 and 15 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

The executive headteacher of this school is Jamie Rockman. This school is part of the Haybrook College Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jamie Rockman, who is also the executive headteacher, and overseen by a board of trustees, chaired by Julia Shepard.

What is it like to attend this school?

Pupils value the education and help that this school provides. Pupils have complex special educational needs and/or disabilities (SEND). Placements vary across the different sites, with some pupils staying long term and others staying just for a few weeks. Staff rapidly build positive and trusting relationships with pupils. This means that pupils' needs are quickly known by staff and well met. As such, most pupils achieve very well.

Pupils benefit from the high ambition the school has for them. They strive to meet the school's expectations and do so well. Consequently, most pupils produce high-quality work and behave well. Pupils follow the routines and rules of the school day, including during social times. On some occasions, pupils find it hard to manage their emotions. When this happens, expert staff support them with care and skill. Many pupils find it a challenge to be part of school life. However, pupils trust that adults in the school care and want the best for them. This helps them to be positive contributors to the school community.

Pupils thrive as a result of the personal development opportunities they have. The school provides activities that go beyond the academic and encourage pupils to think about their strengths and goals. Pupils build the self-awareness and belief they need to enable them to make plans for their futures.

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

The school has developed an ambitious and well-sequenced curriculum that includes academic subjects as well as vocational options. Staff have strong knowledge of the curriculum and make effective adaptations for pupils with SEND. The impact of this curriculum is clear to see in the secure knowledge pupils show in lessons and in their work. Most pupils learn and achieve very well.

There are a small number of pupils who access a different curriculum for some of their learning. The school has not clearly defined the ambitious sequence of knowledge that these pupils will learn, and when, in all aspects of the curriculum. Therefore, these pupils do not learn as well as they could through the entire curriculum.

Teachers make accurate checks on what pupils know, based on the content of the curriculum that is taught. Information from these checks is used well to identify when a pupil has fallen behind. Robust checks are also made when pupils start at the school. Staff rapidly find out which pupils need extra help with reading, writing and mathematics. Effective activities are put in place that help pupils to close gaps in their learning.

The school's work to improve attendance has had a positive impact on the attendance of many pupils. However, there are still too many pupils persistently absent. These pupils do not consistently benefit from all that the school has to offer. When in school, pupils behave very well. Lessons are rarely disrupted, and when they are, staff respond swiftly and effectively.

The school's personal development programme is exceptional. It prepares pupils to be ready for life in modern Britain and for the future. Mental health support for pupils is excellent. Both internal and external professionals deliver skilful and expert therapeutic services, specifically targeted to the complex needs and experiences of pupils.

Pupils all access a well-structured careers programme. The vocational offer as part of this is exemplary. Through the mechanics, construction and catering centres, and the expert instructors who lead them, pupils find out about a range of future training and employment options. These provisions provide invaluable life skills to pupils. Pupils develop confidence and are able to see, some for the first time, the strengths and skills that they have. Pupils often work together and do so very well, helping them to build essential social and employability skills for the future.

Trustees work closely with school leaders to ensure that all pupils receive a high-quality provision. Despite the geographical distance, school leaders have consistently created a positive and reflective culture across all sites. Staff are proud to work at this school. They are involved when decisions are made and know that their views and opinions are valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

Information for the school and appropriate authority

- The school has not identified the precise knowledge that a small group of pupils will learn in a small number of subjects. Subsequently, these pupils do not learn as well as the vast majority of pupils in the school, who do access a well-sequenced offer. The school should ensure that its ambitious curriculum is implemented fully so that all pupils are equally well prepared for their next stage.
- Persistent absence of pupils remains high. This means some pupils do not benefit from all that the school has to offer. The school should now carefully consider what additional strategies and support, both in and external to the school, the most vulnerable pupils and their families need to improve attendance.

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	142607
Local authority	Slough
Inspection number	10341796
Type of school	Alternative provision
School category	Academy alternative provision converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	Board of trustees
Chair of trust	Julia Shepard
CEO of the trust	Jamie Rockman
Headteacher	Jamie Rockman
Website	www.haybrookcollege.co.uk
Dates of previous inspection	25 and 26 September 2018, under section 5 of the Education Act 2005

Information about this school

- Haybrook College is part of the Haybrook College Trust. It is an academy alternative provision for pupils who are at risk of exclusion or who have been permanently excluded from other schools.
- Pupils who attend the Millside provision have permanent placements.
- The school currently makes use of one unregistered alternative provision.
- The school operates from five sites.
- 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher and other members of the leadership team.
- The lead inspector met with the chair of the board of trustees as well as other trustees.
- The lead inspector also spoke with a representative from the local authority.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour around the school and in lessons. They also spoke to pupils in lessons and during social times.
- Inspectors considered a range of documents, including leaders' evaluations of the school, their school improvement plan and minutes from trustee meetings.
- Inspectors considered parents' and carers' responses to Ofsted Parent View.
- Inspectors took account of the views of staff through conversations and the responses to the online staff survey.
- To evaluate the effectiveness of safeguarding, 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.

Inspection team

Nina Marabese, lead inspector

His Majesty's Inspector

Felix Rayner

Ofsted Inspector

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