

Hayle Academy

Address: 3 High Lanes, Hayle, Cornwall, TR27 4DN

Unique reference number (URN): 145211

Inspection report: 2 June 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 ●

Inclusion

Strong standard ●

Leaders carefully identify and then rigorously monitor the progress of pupils with special educational needs and/or disabilities, those that are disadvantaged, and those known or previously known to social care. They are systematic in their approach to providing additional support or intervention for groups or individual pupils. This impacts positively on their progress and wellbeing. Leaders have also identified a significant number of pupils in school who are young carers. They put specific support in place to help these pupils to be successful in their learning alongside their wider commitments.

Leaders, and those responsible for governance, ensure that the use of additional funding is carefully considered and makes a demonstrable difference to the opportunities that disadvantaged pupils receive. Staff are knowledgeable about different barriers to learning for these pupils. As a result, these pupils thrive at school and are well prepared for their next steps.

Leaders are rightly proud of the school's specially resourced provision. Pupils learn an ambitious, personalised curriculum and make secure progress from their starting points. Pupils learning in this space are fully integrated into the wider life of the school. For example through their participation in the Hayle Xtra programme. Across the school, part time timetables are used sparingly and only for a small number of pupils with complex medical needs. Alternative provision is used appropriately and in pupils' best interests.

Personal development and wellbeing

Strong standard ●

The personal development programme is a strength of the school. It is carefully planned to cover statutory requirements, such as relationships and sex education, but also to reflect the context of the school and needs of the pupils. For example, year 7 have a beach safety day organised with the royal national lifeboat institution (RNLI) and Hayle surf life saving club. Pupils develop detailed knowledge through their 'Global Values' curriculum which includes fundamental British values, different religions and beliefs, online safety and protected characteristics.

Leaders ensure that pupils benefit from a range of experiences and opportunities during their time at Hayle. The school's 'Broad Horizons' offer is delivered in curriculum time and allows all pupils to try something new. Recent opportunities include exploring forensic science and also community gardening, for which pupils went on to win the 'South West in Bloom' gold award.

Pupils with special educational needs and/or disabilities (SEND), including those in the school's specially resourced provision, and those that are disadvantaged participate fully in the wider enrichment programme. Leaders identify any barriers to participation and address these in different ways. For example, the disadvantaged girls' participation in the youth sport trust pilot with parent and local community involvement.

Pupils benefit from effective pastoral support. Leaders have responded to the increased need from pupils for help and advice in managing their mental health. Trainee counsellors

have been a positive addition to the team.

Pupils in all year groups have multiple and meaningful interactions with employers. Leaders carefully plan these interactions based on their knowledge of the local context. They are wide ranging due to the school's successful links with local employers. Pupils with SEND are supported to take part in work experience. Some have one to one teaching assistant support and enhanced meetings and interactions with work experience providers to overcome any barriers. Careers education at Hayle prepares pupils well. They are empowered to carefully consider their next steps in education, employment or training.

Expected standard

Achievement

Expected standard 

On the whole, pupils at Hayle achieve well. This is reflected in their attainment and progress in national examinations at key stage 4. This includes disadvantaged pupils who also achieve in line with national averages.

Pupils with special educational needs and/or disabilities, including those in the school's specially resourced provision, make secure progress from their starting points. Staff ensure that these pupils also develop their independence and life skills, alongside academic qualifications where appropriate. Leaders track the achievement of other groups, such as young carers, and put additional support in place as required to ensure they achieve well.

Generally, pupils develop the language and communication skills they need to be successful in their next steps. If they have gaps in their knowledge, then staff take action to address these so that most close quickly. However, for some pupils, gaps in areas such as handwriting, spelling and numeracy persist.

Attendance and behaviour

Expected standard 

Leaders carefully monitor the attendance of all pupils and intervene with groups and individual pupils successfully. Leaders' understanding of the school's contextual challenges, and those of individual families, allow them to provide personalised support, whilst also challenging low attendance. The school's strategy of positively welcoming pupils back after a period of absence is being adopted consistently by leaders and staff.

As a result, the school's overall attendance, including that of disadvantaged pupils, has been steadily improving and is in line with national averages.

Leaders have established an environment where bullying and any form of discrimination or harassment is not tolerated. On the rare occasions incidents do occur, leaders take swift and effective action. This may include applying sanctions but also educating pupils to support their understanding of a being a positive citizen in modern Britain.

Pupils generally display positive attitudes towards their learning. On occasion, and usually when the precision of teaching is less effective, some pupils lose focus and show less

motivation to complete their work to a high standard. At social times, pupils regulate their behaviour well and interact positively with their peers and staff. Leaders make appropriate adjustments to support pupils, including those with special educational needs and/or disabilities in managing their behaviour such as through the on site 'hub' or 'reset' room.

Curriculum and teaching

Expected standard 

Leaders ensure that the curriculum is suitable and well planned. The school is in the early stages of embedding the trust 'connect' curriculum which has been carefully curated by subject experts. The legacy, and new 'connect' curriculum, have clear end points. They are logically organised so that pupils can build on knowledge they have learned previously. Within the school's specially resourced provision for pupils with special educational needs and/or disabilities, pupils follow the same ambitious curriculum but with carefully considered adjustments.

Leaders have a secure understanding of the quality of teaching across the school. They put appropriate support and resources in place to bring about improvements where required. Teachers use the school's 'Equity 8' model which provides a consistent toolkit of strategies for delivering the curriculum effectively. At times, teachers do not use these precisely enough. For example when selecting the most appropriate task or checking pupils' understanding carefully. However, on the whole, the curriculum is taught well. This allows most pupils to secure strong foundations.

Leaders ensure all pupils who need additional support with their reading receive appropriate help, such as through a phonics programme. This allows them to catch up with their peers. Staff understand the needs of different pupils and generally support them well. For example, with additional check ins, breaking information down, and providing sentence starters.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, are passionate about supporting pupils at Hayle to 'dream big to achieve more'. They ensure that any changes that are made are in the best interest of pupils. For example, the introduction of the 'hub' to provide additional support for pupils who may need a different or tailored approach to ensure they attend regularly. Governance is effective and statutory duties are met.

Leaders ensure that staff have or gain relevant expertise to support their role. For example, those that support in the school's specially resourced provision receive bespoke training in areas including supporting pupils with autism. Leaders have recently implemented a coaching programme to enhance staff professional learning. This provides teachers with the opportunity to focus on specific areas of their practice to strengthen. Although in its early stages, there is evidence to suggest that this is starting to improve the consistency of teaching across the school.

Staff are proud to work at Hayle. Leaders prioritise the wellbeing of staff. They listen to their feedback and make positive changes that reduce staff workload where possible. For example, by reducing the number of formal assessment points.

Leaders engage constructively with parents and carers and the wider community. Most parents are positive about leaders and the provision that the school provides. They particularly value that the school gets to know their child as an individual. Leaders have built purposeful links with businesses, charities and other professionals. This supports them to provide further opportunities and support for pupils inside and outside of school.

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

Pupils at Hayle Academy achieve well. They benefit from learning a well planned, ambitious curriculum that sets them up to be successful in their next steps. This is reflected in the positive outcomes that pupils, including those that are disadvantaged, achieve at the end of key stage 4. Staff get to know pupils well. They take care to understand any additional needs or barriers to learning that pupils may have. This allows staff to support pupils to make effective progress from their starting points.

Pupils are proud to attend this school. They develop positive relationships with staff. As a result, they are confident to report any worries or concerns they may have to a trusted adult. The school is a kind, respectful community where pupils feel safe. They know that on the rare occasions any unkind behaviour or bullying does occur it is not tolerated.

Leaders have established a calm and purposeful learning environment. Pupils are warmly welcomed in the mornings and this helps to create a strong sense of belonging. Most pupils want to be in school and attend regularly. In lessons, many pupils work well and enjoy their learning. On occasion, some pupils do not maintain their focus well enough and therefore produce less or reduced quality work. At break times, pupils interact with each other positively and sensibly. They take up the opportunities to play sport, visit the library or socialise with friends.

Pupils benefit from many leadership opportunities throughout their time at Hayle Academy. These include being on the student council, a peer mentor for pupils on transition, a sports leader in Broad Horizons, a 'gold tie' prefect or being part of the student senior leadership team. These opportunities build pupils' confidence and contribute to them being well prepared for life beyond school.

Next steps

- Leaders should ensure that teaching swiftly and consistently addresses any gaps in pupils' subject knowledge and within their foundational skills to ensure they do not persist.
 - Leaders should continue their work to strengthen the precision of teaching across the curriculum so that pupils are highly motivated to learn and produce work of a consistently high standard.
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About this inspection

This school is part of Truro and Penwith Academy 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), Dr Jennifer Blunden, and overseen by a board of trustees, chaired by Anita Firth.

The school currently also has an executive headteacher, Jan Woodhouse.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the head of school, executive headteacher, the special educational needs and disabilities coordinator, the designated safeguarding lead, other members of the senior leadership team, the chair of the trust, a trustee, members of the local monitoring committee, the CEO and deputy chief executive officer for the trust during the inspection.

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 includes provision for 20 pupils with special educational needs and/or disabilities in an onsite area resource base.

The school currently makes use of three alternative provisions, including two that are unregistered.

Head of School: Melissa Lock

Lead inspector:

Kelly Olive, His Majesty's Inspector

Team inspectors:

Raymond Hennessy, Ofsted Inspector

Sarah Stead, Ofsted Inspector

Sophie Laing, 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 2 June 2026

School and pupil context

Total pupils

604

Well below 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

769

Below 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: 1,154

Pupils eligible for free school meals (FSM)

30.63%

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

6.13%

Well above 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

17.72%

Above 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)

SEN unit

What does this mean?

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

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, VI - Visual Impairment, OTH - Other Difficulty/Disability, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, MSI - Multi-Sensory Impairment, MLD - Moderate Learning Difficulty, SLD - Severe Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (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 (final)	32.6%	45.4%	Below
2023/24 (final)	39.5%	45.9%	Close to average
2022/23 (final)	29.5%	45.3%	Below

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 (final)	42.4	46.1	Close to average
2023/24 (final)	42.9	45.9	Close to average
2022/23 (final)	38.6	46.3	Below

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)	-0.13	-0.03	Close to average
2022/23 (final)	-0.08	-0.03	Close to average

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 (final)	20.0%	25.8%	Close to average
2023/24 (final)	18.2%	25.8%	Close to average
2022/23 (final)	15.2%	25.2%	Below

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 (final)	36.1	34.9	Close to average
2023/24 (final)	30.9	34.6	Close to average
2022/23 (final)	29.2	35.0	Below

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)	-0.62	-0.57	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	-0.53	-0.57	Close to average

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 (final)	20.0%	53.1%	-33.1 pp
2023/24 (final)	18.2%	53.1%	-35.0 pp
2022/23 (final)	15.2%	52.4%	-37.3 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 (final)	36.1	50.4	-14.3
2023/24 (final)	30.9	50.0	-19.1
2022/23 (final)	29.2	50.3	-21.1

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)	-0.62	0.16	-0.78
2022/23 (final)	-0.53	0.17	-0.70

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 (revised)	90%	92%	Average
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	91%	94%	Average

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 (3 term)	8.1%	8.4%	Close to average
2023/24 (3 term)	9.0%	8.9%	Close to average
2022/23 (3 term)	10.8%	9.0%	Above

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 (3 term)	25.8%	23.4%	Close to average
2023/24 (3 term)	30.4%	25.6%	Above
2022/23 (3 term)	34.7%	26.5%	Above

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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