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Mr David Nisbet
Headteacher
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Dear Mr David Nisbet

Monitoring inspection of a school not in a category of concern of Haydon Bridge High School

This letter sets out the findings from the monitoring inspection that took place on 2 July 2025, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, governors and the local authority the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I visited lessons, spoke with pupils and staff and scrutinised school documentation, including the school improvement plan and behaviour and attendance records. I also looked at safeguarding records, including the school's single central record. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but some aspects of the school need further improvement.

Main findings

Since the previous inspection, the school has continued to adapt the curriculum to meet pupils' academic and behaviour needs. It has also improved the quality of teaching. The school has provided teachers with training in some essential aspects of pedagogy. These include checking pupils' understanding, giving pupils' feedback that helps them to improve their work and adapting teaching to meet pupils' learning needs. More recently, the school has developed its own research based pedagogical model. This provides teachers with a coherent model for effective teaching. Indeed, teaching is becoming more consistent in its effectiveness. However, work is needed to improve that consistency still further, so that pupils are given every opportunity to reach their academic potential in all subjects.

The school has acted in a robust manner in response to the findings of the previous inspection. It has prioritised the improvement of teaching, behaviour and attendance. It has consulted staff, parents and carers, and pupils in developing policy and practice in these areas. In addition, governors have played an active role in supporting and challenging school leaders. They provide appropriate strategic oversight. However, the school knows that it must take a more rigorous approach to school improvement planning, monitoring and evaluation. This will support the school in sustaining and accelerating improvement in all areas of its work.

The school's work on attendance is having a positive impact. Levels of persistent absence are declining. Indeed, pupils in Years 7 and 8 have good attendance. At the time of the previous inspection, suspensions were high. They remain high, although fewer pupils are now being suspended. The school has adopted a range of strategies to improve both attendance and behaviour. It has strengthened arrangements for transition from primary school and developed its support for pupils who are vulnerable to absence and suspension. However, attendance still requires further improvement. The school also needs to address the persistent disruptive behaviour of a minority of pupils that is leading to high levels of suspension.

The school engages very well a range of external partners, including the local authority and a large multi-academy trust. These organisations support the school in developing leadership and improving the quality of education. They also provide advice and guidance about attendance and behaviour strategies. The school benefits from the support that these external partners provide.

I am copying this letter to the chair of the board of governors, the Department for Education's regional director and the director of children's services for Northumberland. This letter will be published on the Ofsted reports website.

Yours sincerely

Ian Rawstorne
His Majesty's Inspector