

The Hayling College

Inspection report

Unique Reference Number	116423
Local Authority	Hampshire
Inspection number	357961
Inspection dates	3–4 November 2010
Reporting inspector	Patricia Metham

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	592
Appropriate authority	The governing body
Chair	Mrs J Coates-Jones
Headteacher	Mr M Bullough
Date of previous school inspection	12 June 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors visited 33 lessons, observing 31 different teachers, and held meetings with members of the governing body, staff and students and a parent. They evaluated students' attainment over three years, schemes of work, policies, the college improvement plan and reports from the School Improvement Partner. They considered 80 responses to the questionnaire sent to parents and carers and 116 responses to the students' questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- It reviewed attainment and progress, particularly in English and mathematics.
- It evaluated the impact of the college's mathematics and computing specialism on students' learning and personal development.
- It considered how effectively the management of the curriculum and enrichment programme promotes equality of opportunity and achievement for all students, including the most able.
- It investigated how effectively best practice in teaching is being disseminated and embedded across all subjects.

Information about the school

The Hayling College is a relatively small secondary school, with falling student numbers reflecting the demographic trend across Hayling Island. There is a higher proportion of boys than of girls. Most students are of White British heritage; very few do not have English as their first language. The proportion of students identified as eligible for free school meals is low. When those with a statement of special needs are included, the proportion of students identified as having special educational needs and/or disabilities is broadly average. The college belongs to the Havant Federation of Schools. It shares Diploma provision with eleven schools and two colleges and is the lead provider locally for the Information and Communication Technology (ICT) Diploma. It also shares provision for students aged 14 to 16 with six other schools. Hayling Island Football Club shares the college's resources and contributes to provision of the ICT Diploma. The college gained specialist status for mathematics and computing in 2005, with re-designation in 2008. The college is a full extended service provider.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The good education offered by The Hayling College is underpinned by outstanding care and guidance. Strongly led by the senior team and with vigorous support from the governing body, the college has built on strengths identified in the previous inspection: a pervasive and inclusive sense of community; opportunities for students to play an active role in the college's development; and, close and constructive attention to the needs and aspirations of individuals. Through an extensive and highly productive network of partnerships with other schools and colleges and with local care agencies, the college ensures that its relatively small size does not compromise any aspect of provision. Its mathematics and computing specialism has played a key role in developing such partnerships as well as in enhancing teaching and curriculum provision within the college. The positive impact of strategies to raise attainment and to promote best practice in teaching and assessment, the clarity and pragmatism of the college's development plan, and, the effectiveness of governors as 'critical friends' indicate that capacity for further improvement is good.

Students' prior attainment on entry is broadly in line with national figures. It is above average overall by the end of Key Stage 4, exceeding local authority targets, which represents good progress. Provisional GCSE results for 2010 show a substantial rise in the percentage gaining five or more A* to C grades, taking it above the national average. There has also been an upward trend over three years in the percentage gaining five or more A* to C grades including English and mathematics. The overall figure for this measure is still broadly average and the college has rightly identified it as an area for further improvement. Systematic tracking of students' current attainment and progress indicates a continuing upward trend.

Through consultation and review, the college has shaped a substantial set of policies and practical guidance for teachers, known as The Hayling 12. The focus is on high expectations for all students by all teachers. The Hayling 12 provides a template for lesson planning and assessment, based on careful analysis of information about students' knowledge and levels of skill. It is well supported by staff training and by systematic monitoring of teaching by senior and subject leaders. Teaching and support staff clearly understand and accept guidance given about planning, levels of expectation and assessment of students' progress. Good or better practice was observed in many lessons. On occasion, however, teachers' response to the unexpected were inhibited which then limited students' scope to show initiative and develop as independent learners.

Ability-based setting from Year 8 onwards works well, on the whole, and is appreciated by students. Planning and teaching do not, however, always cater for the range of ability and variety of learning styles represented within groups. The most able are not always appropriately challenged or expected to take responsibility for their learning. Whilst

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considerable care is taken to offer students appropriate pathways through Key Stage 4, including early GCSE entry, the college recognises that a wider range of on-site vocational options would benefit those not at ease with more traditional GCSE courses.

Students respond positively to an exceptionally wide range of opportunities to make a decisive contribution to the college, for example as prefects and 'buddies' and as observers of, and commentators, on teaching and learning. The student voice is exceptionally influential and well respected. Students also play an extremely active and much appreciated part in the wider community. They are proud of the college and rightly confident that they are being well prepared for future challenges. They feel safe, with good reason. In addition to extremely rigorous checks on all those with access to students, the college has an impressive programme of risk assessment and health and safety measures. These are complemented by a fine network of pastoral care. A Year 9 student summed up what many had spoken of, 'Everyone supports everyone.'

What does the school need to do to improve further?

- Build on recent improvements in attainment and increase the proportion of students achieving five or more GCSE higher passes including English and mathematics by:
 - embedding across the curriculum the approaches to teaching that promote independent and enquiry-based learning
 - ensuring that lesson planning and classroom management consistently respond to differences in students' learning styles and capabilities
 - extending the range of courses offered in Key Stage 4 to reflect students' individual interests and aspirations.

Outcomes for individuals and groups of pupils

2

Outcomes for a very small number of disengaged students has a marked impact on overall attainment in a college of this size. The college's response has been thoughtful and productive, including off-site provision and individual on-site support. Students' good achievement overall reflects the great majority's positive attitudes and readiness to act on advice. Students have a generally accurate perception of their current standards and of the steps they must take to progress. They have clearly benefited from well-directed interventions to move them over a grade boundary and to consolidate skills needed to gain qualifications that will equip them for future education, training and employment. An approach to teaching and learning led by the college's mathematics and computing specialism has had a very positive impact. Almost all of those with specific learning needs and/or disabilities progress at a similar rate to others, well supported by teachers and other students.

Students feel safe, confident that any difficulties will be promptly and effectively dealt with by staff or other students. Instances of bullying are rare and there is a strong ethos of mutual respect and support. They take pride in their own and others' achievements and recognise the college's role in this. When one student commented on their successes in sport, another added, 'It's the way we're trained.' Students' spiritual, moral and social development is good. However, whilst students take advantage of opportunities to participate in arts activities, their wider cultural development is more limited. They understand what is involved in a healthy lifestyle and most take steps to keep fit, for

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example through involvement in sports and by walking or cycling to the college. They make a decisive and positive contribution to college life. Not only do they take responsibility for each other, they also contribute constructively to decisions about teaching and learning. Their request for more frequent marking of work, for example with the focus on specific guidance on how to improve, has led to changes in college practice. Through work with primary schools and involvement in local projects, for the elderly for example, they make an extremely positive and greatly valued contribution to the wider community. Overall attendance rates have been affected by a relatively small number of persistent absentees, but most students attend regularly and are punctual. This, with sound literacy, numeracy and computing skills and work-related learning, prepares them well for the future

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good overall and some is outstanding. Amongst the strengths observed were enthusiastic and secure subject knowledge, enterprising use of information and communication technology to enhance learning, thoughtful links between separate subject strands, methods of assessment that consolidated students' learning and shaped subsequent lesson planning, and a positive rapport between staff and students. In the less effective lessons, planning had not taken full account of students' varying abilities and styles of learning, pace was not always well matched to students' rate of working, so that

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some students lost focus, and opportunities for independent, enquiry-based learning were limited. Teachers and support staff respond enthusiastically to opportunities to improve their practice, through feedback from senior and subject leaders and from student observers, and through whole-staff training, targeted coaching and peer observations.

The curriculum is broad and balanced and meets all statutory requirements. The Key Stage 4 curriculum focuses mainly on core and foundation subjects and, within that framework, the college offers students as much individual choice as possible. Students with strengths in particular subjects, for example art and design, are encouraged to take GCSE and, in a few cases, AS level examinations early. Recent results have been good. Whilst a wide range of vocational courses is offered, largely through partnerships, the college rightly plans to extend on-site vocational provision. The mainstream curriculum is well complemented by a lively and inclusive programme of clubs and activities, of special events and trips and of booster classes. The college's full extended service ensures that all are able to take advantage of opportunities for learning and personal development.

An exceptionally strong pastoral team monitors and supports students' progress and personal development. Arrangements for a smooth transition from primary to secondary education are excellent, starting in Year 6 when pupils attend a selection of lessons with older students at the college. Possible barriers to learning are recognized and addressed at an early stage. Extremely sensitive pastoral care and well managed liaison with external agencies ensure that vulnerable students develop the confidence and self-esteem needed to thrive. The impact can be seen in falling exclusion rates. The college's fine network of pastoral care extends to students' parents and carers, through parenting classes, home visits and sustained support by the family liaison officer and education welfare officer. These initiatives are integral to the college's strategies to improve attendance rates, along with prompt and vigorous action whenever a student fails to attend college. The combination is having a positive impact.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

An ambitious vision for the college's development as a well-respected, inclusive, community hub for learning is persuasively presented by governors, the headteacher and senior leaders. Their evaluation of the college's strengths and areas for development is soundly based on accurate data and conveys a very practical sense of what is manageable as well as desirable. Raising attainment remains a priority. Middle leaders, notably those with responsibility for core subjects and the college's specialism, are responding positively to this challenge and standards are rising. Robust systems are in place to monitor teaching

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and learning and to spread good practice, although some unevenness still exists. Partnerships are used very effectively to complement the college's curriculum provision, to expand opportunities for students to experience a range of 'real life' work experiences and to enhance the college's profile. Enterprising management of the mathematics and computing specialism makes a significant contribution to this.

Appropriate training and relevant professional expertise ensure that the strongly led governing body is well able to hold the college to account. Governors understand and fulfil their statutory obligations. Budgeting and day-to-day financial management are, rightly, driven by curriculum and staffing priorities and are rigorous and cost-effective. Concern for the safety and well-being of students underpins all planning. Exceptionally effective procedures to ensure that students are kept safe and secure, including those relating to child protection, are in place, regularly reviewed and very well understood at all levels.

The college has a positive and productive relationship with most parents and carers. Attendance at 'academic profile' evenings is very strong, over 90%, reflecting the confidence which almost all parents and carers have in the college and their determination to support their children's progress. This partnership is reinforced by regular newsletters and effective communication between tutors and students' families.

Equality of opportunity and esteem are strongly promoted through the inclusive curriculum and the school's pervasive ethos. Care is taken to ensure that those with specific needs and/or disabilities can participate fully in all aspects of college life. Links with other schools and colleges and work with neighbourhood groups successfully extend students' understanding of their place within the local community. An international perspective is developed through the curriculum and by links with schools abroad, in India for example. Students' understanding of their place in modern multicultural Britain is less well developed, which the college acknowledges and is taking steps to address.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Views of parents and carers

A relatively small number of parents and carers responded to the Ofsted inspection questionnaire despite other evidence of substantial and active engagement with the college. Those who responded were largely positive. Almost all expressed confidence in the leadership and management of the college, judged teaching to be good and were happy with their child's experience. A very small number expressed concerns about bullying and about disruptive behaviour in lessons, but the behaviour observed by inspectors in almost all lessons and around the college was good, and students were emphatic that they felt safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Hayling College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 80 completed questionnaires by the end of the on-site inspection. In total, there are 592 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	29	49	61	5	6	1	1
The school keeps my child safe	36	45	40	50	1	1	3	4
My school informs me about my child's progress	26	33	44	55	7	9	1	1
My child is making enough progress at this school	19	24	46	58	7	9	1	1
The teaching is good at this school	21	26	47	59	5	6	0	0
The school helps me to support my child's learning	22	28	46	58	7	9	1	1
The school helps my child to have a healthy lifestyle	17	21	42	53	17	21	2	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	30	40	50	4	5	0	0
The school meets my child's particular needs	27	34	44	55	7	9	1	1
The school deals effectively with unacceptable behaviour	21	26	37	46	12	15	6	8
The school takes account of my suggestions and concerns	18	23	44	55	8	10	4	5
The school is led and managed effectively	26	33	43	54	6	8	3	4
Overall, I am happy with my child's experience at this school	28	35	46	58	4	5	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 November, 2010

Dear Students

Inspection of The Hayling College, Hayling Island PO11 0NU

Thank you for the cheerful courtesy with which you helped our inspection team by answering our questions and showing us your work. We share your belief that the college is led and managed well, and that it provides you with a good education through which you achieve worthwhile results.

We found that much teaching is good and some is outstanding. Your teachers have confidence and enthusiasm that come from knowing a great deal about their subjects and they make good use of the information they have about your current levels and progress. The care, support and guidance you are given are outstanding. They match the excellent contribution you make to your college and to the wider community, for example as prefects, buddies and sports leaders. We were impressed by the part some of you play in observing and commenting on what happens in lessons and in making constructive recommendations about the marking of your written work. You benefit from a curriculum that supports your individual needs and ambitions and is extended by an impressive range of partnerships.

To ensure that the college continues to go from strength to strength, we have asked your headteacher to ensure that:

- your attainment and progress continue to improve and that more of you achieve five or more A* to C GCSE grades including English and mathematics
- lesson plans take account of your various levels of ability and individual learning styles and you are encouraged to be more independent in exploring and coming to conclusions about topics
- the range of Key Stage 4 courses provided on site includes more vocational courses.

You can help by aiming high and working hard to achieve your challenging targets.

Yours sincerely

Patricia Metham

Her Majesty's Inspector

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