

Hind Leys Community College

Inspection report

Unique Reference Number	120274
Local Authority	Leicestershire
Inspection number	379987
Inspection dates	20–21 September 2011
Reporting inspector	Frank Knowles

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

Type of school	Secondary
School category	Community
Age range of pupils	14–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	648
Of which, number on roll in the sixth form	220
Appropriate authority	The governing body
Chair	Bill Nash
Headteacher	Yvonne Lee (Principal)
Date of previous school inspection	15 October 2008
School address	Forest Street Shepshed Loughborough LE12 9DB
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 41 lessons taught by 37 teachers. They held meetings with groups of students in Year 10, Year 11 and the sixth form and with students receiving additional support with their learning. Inspectors held discussions with staff and with members of the governing body. They analysed the school's data on students' attainment and progress, and reviewed case studies of student support. They reviewed a range of documentation provided by the school, including policies, department evaluations and records of the school's monitoring of teaching and learning. Inspectors observed the school's work, and looked in detail at the school's arrangements for safeguarding students. They also analysed the responses on questionnaires completed by 31 parents and carers, 74 from students and 25 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How consistent is the rate of students' progress throughout the school, in different subjects and in different groups, such as gender and ability groups, as well as for the whole school?
- How effective are the school's support arrangements for lower attaining students who are not receiving specialist support?
- How effectively does the school identify areas of strength to share good practice and areas of weakness so that support and intervention can be targeted to bring about improvement?

Information about the school

Hind Leys Community College is a smaller-than-average secondary school, although the size of the sixth form is average. It has been a specialist college for the arts since 2008. The great majority of students are from White British backgrounds and very few speak English as an additional language. None is at the early stages of learning English. The proportion of students who are known to be eligible for free school meals and the proportion who have special educational needs and/or disabilities are both below national averages. However, the proportion of students who have statements of special educational needs is above average.

The college shares a campus with a high school, a primary school and a privately-run nursery and pre-school, all of which are inspected separately. The college also shares with the high school specially resourced provision for students with special educational needs. This enhanced resourced provision is jointly managed by the high school and Hind Leys Community College, and provides a total of 16 places for students with autism, nominally two per year group in each school, in a separate building. All students using the enhanced resourced provision are on the roll of either the high school or Hind Leys, depending on age. Currently Hind Leys is using three of the available places. The contribution this provision makes to the education of relevant Hind Leys students aged 14 to 18 was included in this inspection.

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

Hind Leys Community College has improved significantly since its last inspection and standards have risen consistently. In many areas, GCSE results are now above or in line with national averages. Results at AS level and A level in 2011 have also improved and, overall, they broadly match provisional national averages from an intake that had few high attaining students. The college's recent focus on improving standards in English and mathematics has brought about marked improvement. As a result of better teaching, improved student behaviour and well-focused support, students are now making good progress overall. In many lessons, teaching is good and students are fully engaged in challenging and interesting activities. Students' behaviour is good and their mature and confident relationships with each other and with staff support effective participation in paired and group work. Their motivation is high, so they are enthusiastic about their learning and have a clear focus on achieving their targets. However, some teaching does not challenge students enough and pays too little attention to meeting the needs of all students in the class. The college's effective tracking of students' individual progress ensures that potential underperformance is spotted and appropriate support is provided, particularly in English and mathematics.

The college provides good personal support for students, and there is a strong focus on students whose circumstances may make them vulnerable. Older students in mixed-age tutor groups provide valuable and well-received help for younger students, and those with special educational needs and/or disabilities are each paired with another student to provide on-going support. Support staff provide effective and active help in lessons for students with special educational needs and/or disabilities. Autistic students are well supported, both in the college and through the enhanced resourced provision, and make good progress. Students receive good careers guidance, with a high proportion continuing to the sixth form or further education.

The recently reorganised senior leadership team has a clear focus on improving standards and a new capability to make effective use of the analysis of assessment data. While the college is good at identifying individual underperformance, it does not yet analyse the progress of the full range of groups of students or subjects regularly during the year. This means it is not always able to identify early enough where a department or teacher may need support to ensure students' progress is on target. The leadership team has also had a strong focus on improving teaching and learning. Extensive observations of lessons and effective work by the team of advanced skills teachers have brought more consistency to students' achievement

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and learning.

The college has a clear mission to ensure that, 'Everyone can find, develop and fulfil their potential', and pursues this mission through a very inclusive approach, both to existing students and through admissions. The college's self-evaluation is largely accurate and the recent improvements in English, mathematics and behaviour show that senior leaders have good capacity to bring about sustained improvement. The college's development plan sets out clearly the actions it will take to achieve its mission. However, the current priorities are not all sharply enough focused and have yet to take into account the latest examination performance and assessments. The governing body is effective in holding staff to account for the college's performance and finances, and governors are fully involved in department reviews. Although these reviews are of good quality and identify areas where good practice can be shared or where improvement is needed, they are too infrequent to support the greater consistency and continued improvement that are needed. The school has clear plans to promote community cohesion, but these have not been evaluated to assess their impact. No evaluation has yet been made of the impact of the college's promotion of healthy lifestyles, where questionnaire responses indicated dissatisfaction from students, parents and carers.

What does the school need to do to improve further?

- Increase the amount of good or better teaching throughout the school by:
 - including consistently in all teachers' planning more challenging activities for students at all levels
 - using assessment information to design activities and resources that meet students' differing needs.
- Take a more systematic approach to identifying the school's priorities for improvement through:
 - undertaking more frequent department reviews, including the use of assessment data to identify areas of strength and where improvement is needed
 - making more use of an analysis of the progress of different groups of students and in subjects, following each assessment period
 - setting clear priorities more closely linked to student outcomes.
- Evaluate the impact of the school's promotion of community cohesion and its promotion of healthy lifestyles.

Outcomes for individuals and groups of pupils

2

The improvements in standards over the years since the last inspection have been wide ranging and significant, both at the end of Year 11 and in the sixth form. Strong gains have been made in English and mathematics following the school's focus on these areas, but there is variation in the performance of other subjects, with some

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above average and some below. School data shows that nearly all students are now making good progress from slightly below-average attainment when they started at the school. The progress of students with special educational needs and/or disabilities is good, and increases as the amount of support increases. Students with autism, both in mainstream classes and in the enhanced resourced provision, make good progress. Boy-girl differences in attainment broadly match the national picture. Students, including those with autism, respond well in class, show high levels of engagement and participate with enthusiasm. They are confident in contributing extended responses to the class and become fully involved in fast-paced group work. Students follow the routines established when teaching is good and participate fully, even when the teaching is satisfactory. The college’s arts specialism has had a beneficial effect on learning and progress, through the adoption of more creative activities. Lower-attaining students in mainstream classes, some of whom receive additional support, make slower progress because activities do not always provide the right level of challenge for them.

The large majority of students enjoy school and achieve well. They feel safe in the college and previous concerns, such as the toilet areas, have been tackled by the school. Their behaviour is good, with few exclusions. Students develop a good range of social skills, work well with others and, with their literacy and numeracy skills, are well prepared for future employment. Their spiritual, moral, social and cultural development is also good. Students show sensitivity to the needs of others. One reflected the views of many when she said that, ‘The support I get from older students in my tutor group has helped me a lot’. Students contribute well to the community through mentoring arrangements in the adjacent high school, the school council, charity fundraising and involvement in staff appointments. Students’ responses to the questionnaire revealed that many feel the college does not do enough to support the development of healthy lifestyles.

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	3
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	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will	2

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

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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers almost universally share learning objectives with students at the beginning of lessons. Lessons are well structured and teachers generally maintain a good pace, with regular checks on understanding. Teachers draw out extended responses from students with good questioning techniques. The use of paired and group work is extensive. In some lessons, however, the activities undertaken by students do not provide sufficient challenge, for example when filling in gaps on a worksheet, or when the same activity is repeated several times. The use of assessment is good but it varies. Self-assessment and peer-assessment are used effectively in some lessons, particularly when the assessment criteria are used well by students. Marking also varies, with some constructive comments but some only showing ticks.

The college's curriculum meets statutory requirements. Some aspects, for example information and communication technology, are delivered through other subjects. The range of courses on offer meets students' needs well and generates enthusiasm for learning. The 'contemporary issues and debate' course, covering personal, social and health education, contributes well to students' personal development. Six work-related courses are provided in partnership with a further education college, and have been very successful with a 100% pass rate in 2011. Interesting options in art stem from the college's arts specialism. Although physical education is timetabled for all students in Years 10 and 11, this represents only one of the recommended two hours a week for this subject.

The school provides a safe and caring environment for students in which staff pastoral support matches individual needs well. The thorough transition programme supports students when they transfer to the school in Year 10. Students with special educational needs and/or disabilities are identified prior to transfer and the college works with high schools to ensure that the support provided meets their needs, making use of established partnerships with a range of specialist services. The college is also careful to allocate tutors to match the needs of incoming students, including students with autism. The school has ensured that autistic students are well supported and can contribute effectively in mainstream classes where that is appropriate. The enhanced resourced provision for students with autism meets their needs well and is used flexibly.

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

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The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team, effectively led by the principal, has a strong focus on raising standards and improving students’ progress, and staff share these aims. Recent additions to the team are beginning to provide a greater expertise in data analysis. The monitoring of teaching and learning is well established and involves a wide range of senior and middle leaders. Middle leaders are knowledgeable about the strengths and weaknesses of teaching in the college through their observations, but the school’s data analysis of the progress of different groups of students does not always give an early enough indication of potential underperformance. The senior leaders are fully aware of the need to develop more sophisticated data analysis so that they can identify where they need to provide support for departments or teacher part way through the taught year.

The college’s arrangements for safeguarding students are good and are based on clear policies with effective supporting systems. Records are kept securely, staff and governor training is up to date, and staff are rigorously checked for suitability. There are good arrangements with partner organisations to ensure the safety, on and off the site, of students whose circumstances may make them vulnerable. The college has a secure policy in place to promote equality of opportunity and tackle discrimination. Staff monitor the number of racist incidents closely, and this halved in the 2010/11 school year compared with the previous year.

Governance is good. The governing body has a very clear understanding of the needs of the college. It has overseen and agreed a comprehensive budget recovery plan to tackle a longstanding deficit and ensure the budget is brought back into balance. Governors play a full part in subject reviews, and hold the senior leaders to account through discussion of a series of reports from the principal and the analysis of examination results. The college promotes community cohesion well in the local area, especially in respect of the arts, and has good links with a school in Zambia that support a global dimension. Less attention has been paid to developing students’ understanding of life in a multi-cultural Britain, and little evaluation has taken place of the school’s promotion of community cohesion.

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	2

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met	
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Many of the evaluations of student outcomes, provision and leadership and management apply equally to the sixth form. Sixth form standards have increased at a similar rate to those from the end of Year 11, with similar differences between subjects. Students engage fully in lessons, working well together maturely and taking a good deal of responsibility for their learning. They value the additional period timetabled together without their teacher to undertake collaborative and independent work, which supports their good progress. Students in Years 12 and 13 take a strong support role in tutor groups and all undertake some form of voluntary work in the sixth form, from mentoring high school students after training, to supporting the social needs of younger students in their tutor group.

Teaching in the sixth form is slightly better than in Years 10 and 11. Sometimes, however, not enough activities are planned to meet the needs of all the students in the class. The curriculum provides a good breadth and balance and generally meets the needs of students well. The availability of Level 2 courses alongside Level 3 courses is a strength. No physical education lesson is available to sixth form students this year, although there are plenty of opportunities for extra-curricular sport.

Sixth form students receive the same good support from their tutors as other students. They spoke highly of the guidance they received in Year 11 for sixth form choices and in Year 13 for university entrance. The leadership and management of the sixth form are in transition. Nevertheless, the leadership of the sixth form is secure and supports improvement well.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

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Views of parents and carers

A very small percentage of parents and carers returned the questionnaire. Responses to the questions were mainly positive, with all parents and carers noting that their child enjoyed school. However, nearly a third of parents and carers responding agreed with students that the college did not promote a healthy lifestyle well enough. Inspectors have asked the college to review the impact of its promotion of healthy lifestyles. The questionnaire outcomes also showed that some parents did not feel supported to help their child's learning. Inspectors explored this issue and found a typical range of strategies to help parents, particularly at transition into Year 10 and where students are not making sufficient progress. The few written comments by parents were complimentary about the college and critical of it in equal numbers. The critical comments were nearly all about inconsistencies in teaching. Inspection evidence supported these views and the report indicates the need for some teaching to be improved to achieve greater consistency.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hind Leys Community 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 31 completed questionnaires by the end of the on-site inspection. In total, there are 648 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	32	21	68	0	0	0	0
The school keeps my child safe	16	52	13	42	1	3	0	0
The school informs me about my child’s progress	8	26	19	61	2	6	0	0
My child is making enough progress at this school	13	42	12	39	4	13	0	0
The teaching is good at this school	10	32	12	39	5	16	0	0
The school helps me to support my child’s learning	8	26	10	32	9	29	1	3
The school helps my child to have a healthy lifestyle	6	19	13	42	10	32	0	0
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)	11	35	12	39	6	19	0	0
The school meets my child’s particular needs	10	32	14	45	5	16	1	3
The school deals effectively with unacceptable behaviour	11	35	13	42	4	13	1	3
The school takes account of my suggestions and concerns	5	16	12	39	7	23	0	0
The school is led and managed effectively	6	19	17	55	4	13	1	3
Overall, I am happy with my child’s experience at this school	12	39	13	42	2	6	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



22 September 2011

Dear students

Inspection of Hind Leys Community College, Shepshed, LE12 9DB

Thank you for the warm welcome you gave the inspectors when we visited your school earlier this week. We valued the contributions you made when we talked with you about your work in lessons and, more generally, in the discussion groups and around the college. We found our discussions with you very helpful in gaining a clear picture of the school and its day-to-day life. This letter sets out our main findings.

Hind Leys provides a good education, and has shown steady improvement in its examination results since the last inspection. Improvements in teaching and the way you are supported when you have difficulties ensure that you now make good progress. In addition, you take a lot of responsibility for your own learning, especially in the sixth form, and this supports your good progress, too. During your time at Hind Leys you develop into mature young adults, ready to move on to the next stage of your life, at university, college or work. The college provides you with good care and support, and you value the guidance you received when you make post-16 and university choices. The college is well led and managed, and the governors do a good job in holding the school to account for its performance and finances.

Although there is a lot of good teaching at Hind Leys, we have asked the principal and staff to make sure that all the activities you do in lessons are challenging enough, and that teachers match activities better to your individual needs so that work is neither too hard nor too easy.

We have also asked the principal and senior staff to make good use of the talents of the additional senior leaders in analysing the progress that different groups of you make part way through the year so that they can support departments and staff when progress is not fast enough. Finally we have asked the school to evaluate how well it promotes a healthy lifestyle to students and prepares you for life in multi-cultural Britain.

For your part, we hope you will continue to play a very active role in your learning in all lessons and maintain your clear enthusiasm for learning well beyond school.

Yours sincerely

Frank Knowles
Lead inspector

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