

Hinde House 3-16 School

Shiregreen Lane, Sheffield, South Yorkshire, S5 6AG

Inspection dates

7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. In the primary phase it is outstanding. A focus on improving teaching, the support for pupils who may be struggling and improving how pupils are taught mathematics and English has resulted in pupils making good and sometimes outstanding progress from their starting points.
- Teaching is good overall and is improving rapidly. In the primary phase it is consistently outstanding.
- Behaviour and safety are good overall. In the primary phase they are outstanding. A strong feature throughout the school is how well students from different backgrounds relate to each other, how safe they feel and the strong relationships that exist in the school.
- Leadership and management, including governance, are outstanding. Through the inspirational leadership of the headteacher and his senior colleagues, the quality of teaching is now good and improving rapidly, as is pupils' achievement across the school.

It is not yet an outstanding school because

- The progress that students make in the secondary phase slows in comparison to the outstanding progress they have consistently made in the primary phase.
- In the secondary phase, there are some remaining inconsistencies in the quality of teaching that are preventing its overall quality from rising to outstanding.

Information about this inspection

- Inspectors observed 53 lessons of which five were joint observations with members of the senior leadership team. In addition, the inspection team made a number of short visits to lessons and heard students reading.
- Meetings were held with groups of staff, pupils, and a representative from the local authority and members of the governing body.
- Inspectors took account of the 19 responses to the online questionnaire (Parent View) in planning the inspection. The lead inspector received several letters from parents.
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead Inspector	Additional Inspector
Christine Birchall	Additional Inspector
Patrick Feerick	Additional Inspector
Pankaj Gulab	Additional Inspector
David Thompson	Additional Inspector

Full report

Information about this school

- This is a larger than average sized all-through school.
- A larger than average proportion of students is known to be eligible for the pupil premium, which provides additional funding for those students in local authority care, for students known to be eligible for free school meals and children from service families.
- The proportion of students supported through school action is average, as is the proportion supported at school action plus or with a statement of special educational needs.
- A higher than average proportion of students speaks English as an additional language.
- A higher than average proportion of students is from minority ethnic backgrounds.
- A higher than average proportion of students join or leave the school at other than the usual times of year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The primary phase and secondary phase have their own headteachers. One school Principal has overview of both phases.
- The primary phase site is located approximately one mile from the secondary phase site.
- The school works in collaboration with the following providers to support the curriculum in Key Stage 4. The Engineering Centre, The Source, Sheaf Training, Dimensions and CDC Ltd.
- The Principal and senior staff from primary and secondary phases provide support to other local schools.

What does the school need to do to improve further?

- Raise achievement further through improving the quality and consistency of teaching, particularly in the secondary phase, so that it becomes outstanding overall by ensuring that:
 - students are always given opportunities to work on their own or in groups, for example, through debates and discussions
 - the feedback that teachers give to students pinpoints precisely what they should do to improve their work
 - no opportunity is missed for students to practise and improve their literacy and numeracy skills across all subjects in the secondary phase
 - students are always very aware of what they must do to make sure their work is of the highest quality, for example, by using checklists and success criteria.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery class with skills that are generally below those expected of their age, particularly in communication, language and literacy and in their personal, social and emotional development. They quickly develop the skills, habits and behaviour which enable them to make very rapid progress through Key Stages 1 and 2. An emphasis on developing literacy through talking has been highly successful in the Reception class and children quickly develop a love for reading from an early age. The outdoor area enhances learning very well and is used in all weathers.
- Pupils in Key Stage 1 do very well as a result of outstanding teaching and a real drive to make sure that pupils develop excellent numeracy and literacy skills across all subjects.
- In Key Stage 2, pupils continue to do very well and leave Year 6 with skills and abilities that are above those normally seen nationally.
- In the secondary phase, students' achievement in the past had been poor. The drive to improve students' literacy and numeracy skills and to improve behaviour in the school has been in place for several years and has borne fruit. As a result, students' progress has accelerated rapidly and is now good in the secondary phase and inspection evidence is clear that this trend is set to continue.
- Disabled students and those who have special educational needs do well as a result of high quality support and also from an excellent curriculum that is specifically tailored to meet their literacy and numeracy needs.
- Students known to be eligible for the pupil premium make good and sometimes outstanding progress. In the primary phase, a smaller class for many of these pupils has enabled them to receive high quality attention to their needs. In the secondary phase, a highly imaginative curriculum that meets the students' individual needs, sometimes provided in collaboration with outside partners, has enabled these pupils to achieve well.
- While there is a gap in achievement between those students who are and are not known to be eligible for the pupil premium, this gap is closing quickly.
- Those students in Key Stage 4 who attend training off the site or with outside partners achieve well.
- The excellent system of support in both phases, along with the welcoming nature of the school, enables students who arrive mid-way through the year to settle quickly into their new surroundings and make good progress.
- Students are sometimes entered early for examinations if they are ready for them, although this does not lead to them underachieving in any way.
- Good support for students who speak English as an additional language enables them to make good progress during their time in school. In Key Stage 1, the many opportunities to learn through play places a great deal of emphasis on improving pupils' speech. During the inspection, pupils who speak English as an additional language were confidently using English phrases with each other while being guided and praised by teaching staff.

The quality of teaching is good

- Teaching in the primary phase is outstanding. In all lessons, pupils are fully involved in finding out things for themselves, in discussing problems with each other in groups and in asking questions about the topic they are studying. Teachers know their pupils well and know exactly how to get the best out of each of them.
- In the Reception class and in Key Stage 1, the teaching of early reading and how sounds relate to letters is outstanding.

- In the primary phase, teachers give pupils feedback on their work very frequently and always pinpoint exactly what pupils must do to improve the quality of their work. In the best lessons, pupils sometimes teach each other. For example, in one lesson where teaching was outstanding, pupils came out to the front to explain to others how to read words ending in 'ly'.
- Teachers sometimes use very imaginative ways to get the best out of pupils. In one outstanding primary phase lesson, the teacher taught reported speech through drama, where pupils took on the roles of interviewer and interviewees. The written work that followed this was outstanding in quality as a result.
- Teachers across the school make sure that the work students are set helps them learn well whatever their ability.
- In the secondary phase, teaching is good. However, there are some inconsistencies in quality between teachers that mean it is not yet outstanding. Sometimes, teachers are busier than students because students are not always given opportunities to work independently, for example, through group work, debates and discussions.
- The quality of feedback to students in the secondary phase is often of high quality, although in some cases, the feedback does not pinpoint precisely what students should do to improve their work.
- On occasions, in the secondary phase there are missed opportunities for students to develop their literacy and numeracy skills across all subjects.
- In the primary phase, all teachers make use of checklists and success criteria so that pupils are absolutely clear what they must do to make sure their work is of the highest quality. In the secondary phase, however, such checklists and success criteria are not used as consistently, so students are sometimes a little unclear of what good work 'looks like'.

The behaviour and safety of pupils are good

- Behaviour and safety in the primary phase is exceptional. Children learn good manners from the Nursery class on and good behaviour, respect for others and an appreciation of differences are taught throughout the school. One Year 6 pupil summed up the ethos saying, 'We are all different, but that's what keeps things interesting in this school'. Staff in the school are excellent role models for the pupils and the 'core values' of respect, manners and co-operation are taught in every lesson.
- In the secondary phase, the records of behaviour show that it has improved quickly over time. The school is calm and orderly. Lessons are rarely disrupted by bad behaviour and staff are very vigilant in ensuring that all pupils feel safe and secure while they are in school.
- Occasionally, when the teaching does not fully involve students in their own learning, they lose concentration and do not give the lesson their full attention.
- The overwhelming majority of parents who responded to the online questionnaire (Parent View) are of the opinion that behaviour is good in the school. Inspectors agree.
- Pupils say that, while bullying does occasionally happen, they feel confident that it is dealt with quickly and efficiently. Posters around the school and assemblies make sure students are fully aware of the different kinds of bullying, including the potential threats from using the internet and mobile devices. In the primary phase, pupils are trained to be 'peer mediators', who take on the responsibility of resolving minor disputes and spotting potential bullying before it becomes a problem.
- Attendance, which was a key area for improvement in the last inspection, is improving rapidly and securely.

The leadership and management are outstanding

- Leaders and managers at all levels have been highly successful in improving the quality of teaching in both phases. Their uncompromising stance on eradicating teaching that was not good enough has been a resounding success, with teaching in the primary phase now being outstanding and in the secondary phase good and improving rapidly.
- The management of how well teachers perform is extremely rigorous. Only those teachers who show high level skills are awarded pay rises. Teachers are held closely to account for the progress their pupils make. Heads of subject in the secondary phase keep a close check on how well teaching enables students to gain in confidence and make at least good progress.
- Funding provided by the pupil premium is used to ensure that all pupils and students have an equal opportunity to succeed through providing smaller classes or very specifically targeted support for students' needs, sometimes on a one to one basis.
- Staff who responded to the inspection questionnaire were overwhelmingly positive about the school and how well the school supports their professional development. 'I feel privileged and proud to work at Hinde House' is a typical staff comment. This positive outlook is very evident as staff welcome students to school in the morning and encourage them to do their best in lessons.
- Leaders and managers rigorously ensure that courses provided by outside providers are of the highest quality. Any that do not meet the school's exacting standards are dropped.
- The outstanding curriculum is tailored to meet students' needs very carefully. Where students arrive mid way through the year or have literacy skills which are below those of their peers, then additional support is provided. When necessary, one to one support is provided. In the primary phase, the curriculum brings learning to life so that pupils can write about real-life experiences and their imaginations are stimulated by visits and visitors to the school. During the inspection, a visiting planetarium fired pupils' curiosity in preparation for a topic on the planets.
- In Key Stage 4, the curriculum ensures that all students make good and rapidly improving progress irrespective of their ability, and that all students are very well prepared for the next stage of their education. This means that very few students leave school without securing a place on further training, education or employment.
- The School Advisor provides good quality support to the school by regularly checking on the school's improvements in following closely pupils' and students' progress, improving the quality of teaching and in developing governance so that members of the governing body are more able to challenge and support school leaders.
- **The governance of the school:**
 - members of the governing body visit the school often and bring with them skills in personnel management and finance. The governing body has held the school very closely to account for raising the quality of teaching and in challenging the rigour of the management of teachers' performance. Governors frequently scrutinise the link between teachers' performance and their salary progression. This has been instrumental in improving the quality of teaching across both phases. The governing body has a very good understanding of how funding provided by the pupil premium is being used to benefit students and asks challenging questions to school leaders on how future funding is to be spent.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107126
Local authority	Sheffield
Inspection number	405083

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

Type of school	All-through
School category	Maintained
Age range of pupils	3-16
Gender of pupils	Mixed
Number of pupils on the school roll	1195
Appropriate authority	The governing body
Chair	David Drayson
Headteacher	Chris French
Date of previous school inspection	17 March 2011
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