

Hayle Community School

3 High Lanes, Hayle, Cornwall, TR27 4DN

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students' achievement is below average.
- Not enough teaching is good or outstanding.
- Behaviour at break and lunchtime is sometimes poor.
- Leaders and managers have not raised the standard of teaching to a consistently good level.

The school has the following strengths

- Standards of achievement are rising rapidly.
- The quality of teaching is improving.
- Behaviour in lessons is good.
- Leaders and managers, including governors, have a clear understanding of how to improve students' achievement.
- Spiritual, moral, social and cultural provision is good.

Information about this inspection

- Inspectors observed 32 lessons, of which six were joint observations with senior leaders. In addition, the inspection team observed areas around the school at break and lunchtime.
- Inspectors also looked at examples of students' work and case studies. The quality of marking and written feedback was noted.
- Meetings were held with two groups of students, seven governors, including the Chair of the Governing Body, senior and middle managers.
- Inspectors took account of the 63 responses to the online questionnaire (Parent View), one letter from a parent, and 69 staff questionnaire responses.
- Inspectors observed the school's work, and looked at a number of documents, including the school's self-evaluation and development plan, the school's own data on students' current progress, monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

John Mallone, Lead inspector	Additional Inspector
Justine Hocking	Additional Inspector
Helen Matthews	Additional Inspector
Deidre Wheatley	Additional Inspector

Full report

Information about this school

- Hayle Community School is a smaller-than-average comprehensive school.
- Most students are White British. The number of students from a minority ethnic background is small and few speak English as an additional language.
- The proportion of disabled students and those who have special educational needs and are supported through school action is above average. The proportion of students supported at school action plus or with a statement of special educational needs is above average.
- The proportion of students eligible for the pupil premium, which provides additional funding for children in the care of the local authority, service children and for students known to be eligible for free school meals, is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.
- The school has some students who receive alternative education, using the services of Cornwall College.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching and further accelerate students' progress in all classes by:
 - making more consistent use of information from assessments to set work at the right level for all students
 - improving reading, writing, speaking and listening skills by providing more opportunities to develop these skills in all subjects
 - giving students clear guidance through high quality marking so they know how to improve their work and ensuring that they have the opportunity to make those improvements
 - providing opportunities for teachers to share examples of good marking.
- Improve behaviour around the school by providing increased supervision at break and lunchtime.
- Improve the impact of leadership and management by:
 - extending the use of existing good practice to help others to improve their teaching
 - extending the focus on pupil premium students to ensure that they make similar progress to their peers
 - making more regular checks on teachers' marking to ensure it is of a high standard and allows students opportunities to respond.

Inspection judgements

The achievement of pupils

requires improvement

- Students join the school in Year 7 with broadly average attainment and achieve below average GCSE results in Year 11. The proportion of students gaining five A* to C grades at GCSE including English and mathematics has remained the same for the last three years. There is evidence that teaching has improved and that more students are now making good or better progress than at the same point last year.
- In 2012, the proportion of students gaining A* to C grades in mathematics fell. This was partly due to the students being entered for their examination a year early. This policy has now been changed. This and an improvement in teaching mean that more students are expected to gain an A* to C grade in mathematics this year.
- Performance varies between different subjects. The school has accurately identified subjects where achievement is weaker and has taken steps to improve students' progress and the standards they reach. As a result, students in Year 11 are now achieving better in a number of subjects, including mathematics, science and English.
- Boys do not perform as well as girls at GCSE. Last year, this gap widened. In English, steps have been taken to make work equally interesting for boys and girls, for example in the choice of reading. There is evidence that boys' achievement in English is now much closer to girls'.
- The gap in attainment between students receiving pupil premium funding and others has widened from 2011 to 2012 in mathematics, but remained the same in English. In mathematics, these students were on average a quarter grade behind their classmates in 2011. By 2012, this gap had widened to a grade. In English, the gap is about half a grade. There is evidence that this gap has been greatly reduced for those students in the current Year 11.
- Support for weaker readers in Year 7 means that they are reading more often than they were and are now better at recognising letters and the sounds they make, and have less difficulty with some combinations of letters and in breaking down words to sound them out. The programme that the school has introduced this year has seen big improvements in the reading ability of the weakest students in Years 7 and 8.
- The school provides extra support for disabled students and those who have special educational needs. They make good progress because their work is broken down into sufficiently small steps, with further targets identified and reviewed regularly. Those with more complex learning difficulties are supported effectively so that they make the progress of which they are capable.
- The small numbers of students who study courses with an alternative provider achieve well and their progress is closely monitored. In 2012, very few students were not in education, employment or training when they left Year 11. This is due to the guidance that they receive and the appropriate courses that they study.
- The quality of the artwork on display around the school is high and enhances the environment. School assemblies have a strong moral character and contribute significantly to the school's ethos. Students have opportunities to take part in after-school events, such as the fashion show, Christmas concert and a recent production of *Joseph and the Amazing Technicolor Dreamcoat*.

The quality of teaching

requires improvement

- Teachers have good subject knowledge and plan lessons carefully. When teachers do not plan lessons with individual students' targets and current achievement in mind, more-able students, in particular, do not make enough progress.
- Teachers use questioning effectively to check students' understanding. When questions are tailored to individuals' needs, and when students are given the opportunity to collaborate progress is quicker. When teachers' questions are less probing and not targeted at individuals' needs, progress is slower, especially for more-able students.
- The quality of marking varies between subjects and teachers. The best marking clearly identifies

what students have done well and what they need to do to improve, and then gives students the opportunities to make those improvements. The quality of marking is more variable in Years 7 to 9.

- The school has correctly identified that levels of reading, writing, speaking and listening need to improve across all subjects and it has begun to address this. There is inconsistent practice across different subjects. Students have insufficient opportunities to speak and write at length in lessons.
- Where teaching is good or better, teachers move learning forward at a fast pace and use a variety of activities to engage students' interest and plan work that matches individuals' needs and abilities. Teachers' strong subject knowledge helps to create lessons which students enjoy, and their calm approach to behaviour management means that students remain on task.
- The school works hard to educate students about life in other countries. There are links, including cultural exchanges, with eight other European countries. Last year the school was turned into an airport for the day, drawing on local real-life airport staff, and students carried out extended role play using several different European languages.

The behaviour and safety of pupils

require improvement

- Behaviour in lessons and around the school is good. At lunchtime and break, when there is less adult supervision, behaviour is sometimes poor. The prefect system is a strength of the school.
- More vulnerable students, disabled students and those who have special educational needs are well supported. They socialise and study with other students.
- Bullying is uncommon, incidents of racist and homophobic bullying are very rare and the school deals with these effectively. Students know how to identify bullying and where to turn for support when it occurs. The school has worked to protect students when they are online and to give them ways of dealing with cyber-bullying.
- Attendance has improved steadily over the last three years and is now in line with national averages. Persistence absence has decreased over the last three years, but is higher for students in receipt of the pupil premium than for their classmates.
- The number of exclusions has been falling and is lower than the national average. The majority of the excluded students are in receipt of the pupil premium.

The leadership and management

require improvement

- Senior leaders have an accurate understanding of many of the school's strengths and weaknesses and have clear plans to address areas of concern. They are committed to raising standards and work closely with department leaders to bring this about. They have introduced a common format for monitoring the progress of all students, with a special emphasis on the more vulnerable. Progress in most subjects has improved as a result.
- The school's systems for analysing and monitoring students' progress are robust. A recent move to half-termly reporting aims to ensure that teachers plan and deliver lessons that are matched to students' different abilities and which bring about faster progress.
- There are new systems for managing the performance of teachers and to give pay rises when these are justified. Teachers report that these systems contribute to improving their professional development by clearly linking targets to the national Teachers' Standards.
- Although assessment has been the subject of a whole-school focus, checks on the quality of marking by senior and department leaders have not increased its consistency enough. Many teachers need more training and opportunities to work together to share the best examples of marking.
- Although there is a thorough process of lesson observations, the use of good and outstanding practice to help improve the performance of other teachers has not raised the standard of teaching enough.

- The school encourages students to take on responsibilities, for example by becoming prefects, organising fund-raising activities for charity and taking part in challenges such as International Masterchef and Barracuda's Bank, a business and enterprise competition, which was judged by video link with Spain. Senior leaders work hard to ensure there is no discrimination and that all students have opportunities to take part in all the activities on offer at the school.
- The school has used the pupil premium to improve achievement in English and mathematics by providing one-to-one sessions with specialist teachers, extra reading lessons, specialised courses at local colleges and extra revision. There are good systems for monitoring students' progress.
- This year, the local authority has supported the school by working with English teachers and the literacy coordinator.
- The school's arrangements for safeguarding students meet all current regulatory requirements.
- **The governance of the school:**
 - Governors take a keen interest in and have a good understanding of the way the school works. They work closely with the senior and department leaders and meet with them regularly so that they know about the quality of teaching. Governors know how well students are achieving, including those in receipt of the pupil premium, and consistently challenge senior leaders to improve the rate of progress. Governors have a good understanding of the new system for managing teachers' performance and teachers' pay. They closely monitor the school's budget, including the spending of money from the pupil premium, and are active in seeking ways to solve problems. All governors receive regular training.

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	112065
Local authority	Cornwall
Inspection number	412751

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	642
Appropriate authority	The governing body
Chair	Mr J Joslin
Headteacher	Mrs C Jackman
Date of previous school inspection	February 2010
Telephone number	01736 753009
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