

The Hayling College

Church Road, Hayling island, Hampshire, PO11 0NU

Inspection dates 23–24 October 2013

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

Summary of key findings for parents and pupils

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

- In recent years, not enough students have achieved at least five A* to C GCSE grades including English and mathematics. In 2013, a drop in this number was mainly caused by a small group of students not attaining C grades in English.
- In English, the most able students have not always attained the highest GCSE grades of which they are capable.
- Students studying core and additional science make less progress than those taking separate science courses and underachieve.
- In a few subjects, including science, teachers do not always use assessment information well enough to plan lessons that enable all students to make rapid and sustained progress.

The school has the following strengths:

- Leaders and managers have successfully focused on improving the quality of teaching and learning. This has resulted in notably good achievement in mathematics and, in 2013, an increase in the number of students achieving high GCSE grades in most subjects.
- Students who are eligible for pupil premium funding make good progress.
- Students are happy, respectful and well behaved. There are very few exclusions and attendance has risen.
- Governors know the college well and are clear about the direction it must take to help it improve further. They support and challenge senior leaders effectively.

Information about this inspection read to here

- Inspectors observed parts of 34 lessons, some with members of the senior leadership team, and also other activities within the college.
- They observed behaviour in lessons and around the college during breaks.
- Inspectors talked to students about their work and their experience of college life.
- Discussions were held with the acting headteacher, senior and middle leaders, with other staff and a group of governors. The lead inspector also talked to a representative of the local authority.
- Inspectors looked at a wide range of college documents including safeguarding records, policies, self-evaluation and plans, information about students' progress, monitoring records and the minutes of meetings of the governing body.
- By the end of the inspection, the views of 61 parents and carers who had responded to the online Parent View survey and the additional views of two parents and carers were collected and analysed.
- Inspectors also took into account the views of the 57 members of staff who completed questionnaires.

Inspection team

Jacqueline Goodall, Lead inspector

Additional Inspector

Gordon Jackson

Additional Inspector

Stephanie Matthews

Additional Inspector

Full report

Information about this school

- The Hayling College is smaller than the average-sized secondary school. Most students are from White British backgrounds. It serves the students who live on Hayling Island as well as some students from surrounding areas.
- The proportion of students for whom the college receives the pupil premium (additional funding from the government for looked after children, students known to be eligible for free school meals and children of service families) is about the same as the national average. Only a very small number of students come from service families, however.
- Around a fifth of students are eligible for Year 7 catch-up funding which is for those who did not attain the expected levels in reading and mathematics at the end of primary school.
- The proportion of disabled students and those who have special educational needs supported through school action is just below average. The proportion of those who are supported through school action plus or with a statement of special educational needs is only around half that of the national average.
- The college is part of a group of nine secondary schools in the area that work together to extend curriculum opportunities for students. A very small number of Key Stage 4 students attend courses at other schools.
- The deputy headteacher is leading the college during the headteacher's absence.
- The college meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve students' achievement by the end of Year 11 through:
 - ensuring that all teachers use accurate and detailed assessment information to plan consistently challenging and engaging lessons so that students make rapid progress in all subjects
 - increasing the rigour of assessment in science, so that teachers support students' progress more precisely and prepare them better for examinations, modelling the effective practice already used in mathematics
 - leaders ensuring that the improvements already made to the quality of teaching are extended and embedded so that students make good or better progress in all subjects, including in English and science.

Inspection judgements

The achievement of pupils

requires improvement

- Since the last inspection, GCSE results had steadily increased but, in 2013, a small minority of students did not attain the C grades in English that had been predicted. As this is a small school, this had a significant impact on the overall results.
- While students' achievement in mathematics has improved significantly over the last three years, GCSE results in English have not been as high.
- While those who study the separate sciences typically achieve well, in core and additional science lessons students do not always make enough progress. This is because teachers have not collected or used assessment data precisely enough.
- Through a focus on improvement in teaching over the last year particularly, students now typically make good progress in most lessons and this is leading to higher attainment levels. In mathematics particularly, a higher than average number of students make outstanding progress.
- The college spends pupil premium funding effectively. For example, a literacy specialist has supported progress in English, extra support staff have given specific help to improve achievement and the loan of computers has been financed. Students eligible for extra funding make nearly as much progress as other students. In 2013, they attained as well as others in the college in their GCSE English and, in mathematics, attained less than half a GCSE grade below. These gaps are much smaller than those seen nationally.
- Similarly, disabled students and those with special educational needs also make good progress.
- In recent years, students joining the college with above average attainment did not make sufficient progress. This has now been addressed and there was an increase in the proportion of higher grades awarded in the 2013 GCSEs.
- The college focuses very well on developing literacy skills across the curriculum and is beginning to extend this to an emphasis on numeracy. Students supported by the Year 7 catch-up funding are benefiting considerably from this support and make good progress in reading and mathematics.
- Early entry in some subjects, facilitated by a three-year Key Stage 4, has allowed some students to tackle more challenging courses in Year 11. Attainment has not been adversely affected because only those students likely to attain a top grade are entered. For example, some more able students have taken their GCSE in mathematics early and then progressed to study further mathematics very successfully. Additionally, some of the most able students study an AS in art and design.
- The very small number of students who attend courses at other schools make good progress in subjects such as construction, law, psychology and hairdressing. The college keeps in close contact with the other schools, monitors its students' attendance, behaviour and progress carefully and ensures that they are kept safe.

The quality of teaching

is good

- Teaching in most subjects, including English and mathematics, is typically good and sometimes outstanding; current students of all abilities usually make good progress in lessons.
- Teachers in mathematics are particularly skilled in helping students to learn and those in English have improved their lesson planning and raised expectations. They are adapting to changes in examination criteria so that the students' success in their GCSEs will be more secure.
- Across the curriculum, there are some examples of very effective practice in assessment, most notably in mathematics, where teachers plan lessons that help all groups of students to make at least good progress by focusing on frequent and comprehensive assessments.
- In core and additional science, however, students' progress has not always been assessed rigorously enough so that teachers do not focus enough on ways to improve learning and

prepare students well for examinations.

- Guided by the very effective special educational needs coordinator, teachers and learning support assistants are particularly skilled in providing support for the least able students, disabled students and those with special educational needs. Teachers also work hard to make sure the educational needs of vulnerable students are met. This reflects the college's concerted efforts to ensure equal opportunities for all students.
- As the college is small, some teachers have to teach more than one subject. This has not had a negative impact on the quality of learning however, as teachers demonstrate sound subject knowledge, skills and enthusiasm in the subjects they teach.

The behaviour and safety of pupils are good

- In this college, the well-established ethos of respect, rights and responsibility is tangible. Pupils demonstrate high levels of maturity and articulate their pride in their college enthusiastically.
- Since 2011, there has been a drive to reduce the number of exclusions and this has been successful in changing students' attitudes to behaviour so that exclusions are now rare. One student described how she changed her unacceptable behaviour when she was told 'Tomorrow is another day' and she realised that the college never gives up on any student.
- Attendance rates have increased to around the national average. Students say that they attend school because they value their education and their teachers; they want to do well and know they are being supported. The number of term-time holidays, which had historically been above average because of local factors, has been reduced.
- The behaviour of students in lessons is typically respectful, attentive and enthusiastic. Behaviour for learning is not yet outstanding as students are sometimes too reliant on their teachers and do not take the initiative to move on to more difficult work.
- Students have a very thorough knowledge of how to keep themselves safe and the college promotes e-safety particularly well. For example, in information and communication technology lessons, students prepare guidance sheets on e-safety for parents and carers.
- There are few incidents of bullying and students report that these are dealt with quickly and effectively. Evidence of discriminatory behaviour or language is rare. Students have a sensitive awareness of different types of bullying such as homophobic.
- The pastoral support for students is a real strength of the college. Students describe how well supported they feel, comparing it to a family where they are known well and there is always someone to turn to.
- Most parents and carers feel that their children are well supported and cared for. One parent or carer described how provision for her son who has significant medical needs was more than could be expected and could not be improved.

The leadership and management are good

- The headteacher is highly respected in the college and local communities and by the local authority. In recognition of his strengths in leadership, he was invited last year to give support to another school. In his absence, the acting headteacher has taken up the helm of college leadership confidently and has further increased the rigour in college systems for teaching and learning.
- The leadership of teaching is now good. The 2013 GCSE results showed evidence of the impact of improvements to teaching including a sustained improvement in mathematics, good progress of students eligible for pupil premium funding and a higher proportion of top grades, reflecting that the most able students are now making better progress.
- College leaders recognise that achievement still requires some improvement. The dip in overall GCSE results in 2013 was mainly due to a small number of students not achieving the C grades

that had been predicted. Leaders are also working to improve achievement in core and additional science. They have taken determined steps to return GCSE results to their upward trend by securing consistency in the quality of teaching and making sure students are prepared for examinations successfully.

- Because of the improvements already secured by college leaders and governors in the quality of teaching and reduction of exclusions, there is confidence in the leaders' capacity to improve in the future.
- Middle leaders are motivated and are well supported, guided and held accountable by the senior team to develop improvements in teaching further. The introduction of the new performance and pay policies reinforces the associated rise in expectations and accountability of all staff members. Training for all staff is sharply focused on college improvement.
- The college provides a broad and balanced curriculum that matches students' abilities and interests as far as possible in Key Stage 4. The courses provided, nearly all of them at GCSE level, enable students to move on to the highest level of post-16 education or training of which they are capable. Through the well-planned curriculum and very effective support systems, the college ensures equal opportunities for all. Careers advice and information guide all students well for the next stage of their education.
- There is a good range of extra-curricular activities for students including the opportunity to care for chickens and rabbits and grow fruit and vegetables.
- Lessons are timetabled flexibly so that subject specialists can be deployed for the most appropriate group of students.
- Students' spiritual, moral, social and cultural development is promoted strongly in this college. The curriculum is enriched by the inclusion of many experiences and prepares students well for their future lives. For example, students discuss issues such as life after death, consider concepts of fairness and justice using Martin Luther King's 'I have a dream' speech and benefit from activities that inspire them in music, art and drama.
- The local authority has supported the college well since the last inspection. In particular, it has provided advisory support for history, science, modern foreign languages and governance.
- The college has benefited from its work within the area schools partnership, both in terms of the courses students can choose and sharing of professional development and good practice.
- There are very strong links with the local community including working with the local police, horticulturists and senior citizens. The 'High Rock' climbing wall is very popular and students contribute much to local initiatives such as the BMX cycle track.

■ The governance of the school:

- Governors have a good understanding of their roles which is reflected in the depth and quality of their discussions. The disappointing GCSE results in 2013 led them to scrutinise the reasons for the lower results, in English particularly. Governors know what they need to do to monitor and promote the college's progress in raising levels of achievement.
- All statutory requirements are met, including those for safeguarding and child protection arrangements. Governors work well with the college to effectively tackle discrimination and secure equal opportunities for students. This is particularly notable in governors' discussions regarding the provision for and achievement of vulnerable students. Governors have a sound insight into the quality of teaching and are fully aware of where further development is needed.
- Although the governing body has very recently approved the new pay policy, it has not yet put in place the monitoring procedures required to check that the policy is being implemented effectively. Governors' monitoring of finances is secure and they keep a close eye on the effectiveness of how pupil premium funding is 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	116423
Local authority	Hampshire
Inspection number	426692

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	572
Appropriate authority	The governing body
Chair	Maureen Mills
Headteacher	Max Bullough
Date of previous school inspection	3–4 November 2010
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