

Hyde Community College

Old Road, Hyde, Cheshire, SK14 4SP

Inspection dates 15–16 May 2014

| | | | |
|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Requires improvement | 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 | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Due to the vision of the headteacher, the governing body and the hard work of all staff, this college has improved quickly since the last inspection.
- Leaders at all levels are strong and work towards a common goal. This helps all staff be clear about what they need to improve, and they are given good guidance on how to improve it.
- Improvements in achievement are seen across all subjects, particularly in mathematics, and all years.
- Variation in the performance of different groups of students is significantly narrowing.
- Teaching is improving across the whole college. The leadership and management of teaching is particularly strong. Senior leaders accurately evaluate the impact of the work of teachers. They successfully implement strategies to raise achievement.
- Students behave very well. Students are consistently polite, respectful and calm as they move around their college. They look out for each other and relationships between students and staff are very strong. Students place considerable value on the education they receive.
- Students' spiritual, moral, social and cultural development is strong. The college's wide range of additional and enriching activities promotes these aspects of personal development very well.
- All students receive high quality of care and support.
- Parents, carers and students say this is a good school.

It is not yet an outstanding school because

- Although progress for students who have White British heritage is improving, it is not quite as strong as other ethnic groups.
- The sixth form requires improvement to increase the success students achieve.

Information about this inspection

- Inspectors worked with senior staff while observing teaching and learning and reviewing work previously completed by students.
- Inspectors analysed college tracking information on how well students currently in the college are achieving.
- Inspectors spoke to many students during breaks, lunchtimes, and lessons. More formal meetings with students were also held.
- Inspectors observed a sample of teaching. It included 35 parts of lessons, taught by 34 different teachers. It included all key stages of the college
- Inspectors observed activities taking place during form and registration time.
- Meetings were held with members of the governing body, senior leaders and other staff. A discussion was held with a representative of the local authority.
- Inspectors reviewed a wide range of documentation, including the college’s self review and improvement plans, reports, behaviour and attendance records and governor body minutes. They scrutinised safeguarding procedures and records.
- During the inspection, 27 responses to the online questionnaire (Parent View), and parental surveys conducted by the college were taken into account. Inspectors reviewed 18 responses to the inspection questionnaire completed by staff and the results of an earlier student consultation conducted by the college.

Inspection team

| | |
|--------------------------------|----------------------|
| Neil MacKenzie, Lead inspector | Additional Inspector |
| Anthony Nicholson | Additional Inspector |
| Steven Baker | Additional Inspector |
| Lesley Powell | Additional Inspector |
| Doreen Davenport | Additional Inspector |

Full report

Information about this school

- Hyde Community College is a school of average size.
- The college has recently introduced a sixth form and the college's first full set of A-level results will be published in August of this year.
- The proportion of girls attending the college is high.
- The proportion of students supported by the pupil premium is well above average. (The pupil premium provides additional funding for those pupils who are known to be eligible for free school meals and those children looked after by the local authority.)
- In the main, two large ethnic groups are represented in the school. Almost a third of students have Bangladeshi heritage, and two thirds have White British heritage.
- About one third of students speak English as an additional language which is well above average.
- The proportion of students supported through school action is below that found nationally.
- The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The college meets the government's current floor standard, which is the minimum expectation for students' attainment and progress.
- A Hearing Impaired Unit, staffed by local authority employees, is housed in the school building.
- One Key Stage 4 student receives part of their education at Tameside College, and one attends Tameside college full time.
- The school has entered 21 students early for their GCSE examinations in mathematics.
- A new headteacher has been appointed to take up post in September of this year.

What does the school need to do to improve further?

- Continue to improve the progress all students make, particularly that of White British students by:
 - further developing students' skills in analysing and evaluating
 - making students think more deeply about what they are learning
 - encourage students to persist with tasks to the point where they are proud of their work
 - ensuring all teachers are as effective as the best at helping students to know how to improve their work and ensure that they do
 - creating stronger partnerships with parents and carers so students receive consistent encouragement and advice on how to improve.
- Increase the rate at which students make progress in the sixth form and reduce the number of students failing to complete courses by:
 - more firmly establishing what type of sixth form best suits the community's needs taking other providers into account
 - further developing the curriculum so that it better meets the needs of students
 - further improving the advice and guidance students receive to ensure they are placed on suitable courses.

Inspection judgements

The achievement of pupils is good

- Since the last inspection, effective strategies to improve teaching are raising standards and rates of progress are now good. Achievement has been improving across subjects and year groups. Students currently in the college achieve well.
- Students start this college with attainment that is well below average, despite this, results for students leaving the college have improved steadily over the past four years and are now broadly in line with national averages. However, due to very low starting points of the students currently in Year 11, the college anticipates a slight reduction in the number of students that will attain five good GCSEs this year. The proportion will again be broadly average.
- From their individual starting points, the rates of progress students make have also shown improvement. However, there was a dip in overall progress in 2013. This was due to an alteration to the curriculum ensuring a greater proportion of students study good quality GCSEs, and indeed they attained well in these. The progress students made in mathematics continued to improve, and was good in 2013. Students also progressed well in English.
- The progress students currently in college make continues to improve and is good overall. Some make excellent progress. Progress is particularly strong in Year 10 and across Key Stage 3. The progress students make in mathematics has improved significantly since the last inspection. Music is a strength of the school and progress is strong too in science and in English. The progress students make in modern foreign languages is not as good as other subjects because teaching is not as strong.
- In 2013, the first cohort of 30 students to take AS level examinations in the college did not progress as well as they should have done. This was due to too many students starting courses that did not meet their needs or interests. However, the sixth form has improved and the progress that students currently make is stronger, but still requires improvement.
- Students with White British heritage progress well, but not as well as students from other ethnic heritage groups. Students who have Bangladeshi heritage make particularly rapid progress.
- Most able students are keen to learn and are well taught, their progress is particularly strong in both English and in mathematics.
- The gap in achievement between boys and girls in the college is variable from year to year, but broadly reflects the gap seen nationally.
- Students who start the college with weak literacy and numeracy skills are given additional support to catch up. This has accelerated their reading ages and they currently make progress in English and mathematics faster now than they did at primary school. Their progress is good.
- All students have benefited from the improved teaching of literacy across all subjects and consequently their literacy skills have improved. Students read often and most are confident to read aloud. Students' numeracy skills are broadly average and to improve this, the college is currently developing strategies to improve the teaching of numeracy across all subjects.
- Due to high quality teaching, care and support provided by teachers and teaching assistants, the rates of progress of students whose hearing is impaired, are at least good.
- The achievement of students who currently attend the college and are disabled or who have special educational needs, is improving because there is now a clearer focus on monitoring their progress and attitudes to learning. Over time the progress of these students has been broadly similar to others in the school.
- Good use is made of the additional funding to support students known to be eligible for the pupil premium. The gaps in their performance, compared to others in the school, are narrowing. Last year, there was a gap of at least a grade lower in each of English and mathematics GCSE. Currently, these gaps have narrowed to about two thirds of a grade difference in mathematics and half a grade in English. The rate at which students supported by the pupil premium progress, compared to other students, is also closing.
- If there are any variations in the achievement that different groups make, the gaps are small and narrowing. Therefore the college's promotion of equal opportunity is good.

- The college has reduced its use of early entry to examinations significantly. Early entry is currently well used. This year 10 students sat their mathematics GCSE examination in November to ensure they achieved their best possible grade. Another nine sat it then to enable them to make an early start on studying A level mathematics. A further two students sat it early at parental request.

The quality of teaching

is good

- The leadership and management of teaching is good with the senior and middle leaders united in their determination to improve teaching and hence the outcomes for students. Whilst inconsistencies still exist in the adherence to policies and the effectiveness of teaching, it is evident that teaching has improved since the last inspection. This is due to key staff being able to accurately evaluate the quality of teaching and also being able to guide teachers on how to get better through well targeted training, good advice and encouragement. Teachers work hard in this college because they want their students to do well.
- Relationships within classes are strong and students are respectful of the contribution of others in the class. There is a strong culture of mutual support evident between students and between staff and students.
- The quality of planning in this college is a key factor in determining the effectiveness of teaching. Those staff who know their students well, plan well and adapt their teaching, topics and activities so that their students progress very quickly. They advise students well. Students in this college respond very positively when expectations of them are high. Although this is evident for all students, it is particularly so for the most able students whose achievement is very strong.
- Some teachers help students think deeply about what they are learning through asking difficult questions and requiring students to analyse and evaluate information, however not all staff use this strategy to best effect.
- The use of assessment to help students learn more effectively has strengthened recently. There are now examples of excellent practice within the college. However there are still some teachers who will invest time marking students' work and informing them how to improve, but don't insist that the students follow their advice.
- Adults who are qualified to support those students whose hearing is impaired are particularly effective. They enable those students to participate widely in the curriculum and other activities. In addition to this provision, teaching assistants are generally well trained to ensure those who require additional support receive this in a timely and effective fashion.
- Improving literacy skills has been a major focus for all staff. There is an expectation that every lesson is planned to include the development of literacy, and that when teachers mark work they also take that opportunity to improve literacy. Students are encouraged to read at length too. A similar drive to improve numeracy across all subjects is at an earlier stage of development so has had less impact on improving these skills.
- Homework is used to good effect by many teachers, however not all. A small proportion of parents say this aspect of teaching could be better.

The behaviour and safety of pupils

are good

- The behaviour of students is good.
- Students have positive attitudes to their learning. They talk proudly about their achievements and incidents of low level disruption within classes are rare. Students are punctual to college and to lessons.
- Outside lessons and around the college, students' behaviour is very impressive. They are always calm, polite and courteous to both each other and to adults. Students talk easily and confidently during social times. They are clearly happy and are proud to wear their uniform. Parents agree that behaviour is good.

- During the inspection, one student said to an inspector “The school has made me really happy, and keeps me safe. I can talk to any teacher about worries.” Another said “I am very happy in this school and hope it remains that way because it’s perfect the way it is.”
- Students have responded positively to improvements in teaching and generally around the school. They attend better and the use of exclusion to improve behaviour is dropping. The students most likely to be excluded are younger ones who have taken time to adjust to the high expectations set by staff and other students.
- Some students do, however, take too little care with the presentation of their work, and so lose accuracy. A few will give up too easily when they find their work difficult.
- Students understand all forms of prejudice-based bullying and the impact it can have. Students say there is little bullying within the college, and when it does occasionally occur, staff deal with it promptly and effectively.
- The college’s work to keep students safe and secure is good.
- Students are taught about potential dangers, including internet use, health and well-being concerns. They are taught how to manage these dangers. The college site is secure. Child-protection procedures are very good because staff are well trained to cope with concerns that students may bring to them. There are very strong links with other agencies that promote a safe environment. Students’ well being is of paramount importance to the college staff and students receive high quality care and support.
- Students, school leaders and teachers worked together very effectively to minimise the impact of two serious and isolated incidents of misbehaviour earlier this year. Students are genuinely affronted that these incidents occurred in their college. Students say they feel very safe in the college because they understand the sophisticated systems that are in place to protect them, and as demonstrated by these two incidents, relationships between students and staff are strong; they work together for the benefit of the whole college community.

The leadership and management are good

- The twin engines driving this college’s improvement are an aspirational vision of what their community needs in a school and clearly stated action required to realise that vision. The head teacher creates a positive and supportive ethos where both staff and students can flourish. Planning for improvement is strong. Almost all leaders and managers at all levels evaluate the work they do against improvements in students’ attitudes and achievement. They do this accurately and senior leaders give very clear direction on how to make further improvements.
- Over the 16 months since its last inspection, the college has made very good progress on the identified areas for improvement. Achievement has improved across all subjects and year groups. The achievement of students in mathematics is now strong. The college has good capacity to continue to improve.
- The sixth form is improving because leaders are developing a better understanding of what their students need in terms of courses and teaching. Students are getting better advice about how to achieve their ambitions. The college is beginning to understand what they can offer 17 to 19 year old students, and how that fits in with other local providers. Currently college provision for this age group is not as strong as it is for the main school, and so, requires improvement.
- The college made a bold decision to adjust the curriculum students study in Key Stage 4. They encouraged a much greater proportion of students to study more challenging GCSEs which better met their needs, but had the likelihood of reducing the headline progress figures by which many schools are judged. They made this principled improvement successfully and as a result, all students now follow a curriculum which better suits them. Students continue to achieve well.
- The information, advice and guidance students receive are increasingly well coordinated and valuable. A good range of activities are arranged to help Year 9 and Year 10 students plan for their future.
- The leadership and management of behaviour and of students’ spiritual, moral, social and cultural development is a strong feature of the college’s work. Students are taught how to take

responsibility for themselves and others. This can be clearly seen in the high expectations students have of their behaviour and the action they take when their expectations are not matched. A wide range of activities to enrich students' experience and development are well attended and enjoyed. Religious and cultural differences are respected and celebrated. The college is a highly cohesive community.

- To further improve student achievement, the college has correctly identified a need to work in partnership more closely with parent, particularly those who have White British heritage.
- Staff say and inspectors agree this college is well led and managed.
- Safeguarding procedures are effective and meet requirements.
- The recent and improving relationship between the local authority and the college is providing added rigour to the college's self evaluation.
- **The governance of the school:**
 - The college's governing body consists of effective professionals with a wide range of skills. They are ambitious for this college to improve and have a clear understanding of the college's strengths and weaknesses.
 - Performance management of all staff, including the head teacher, is rigorous. The governing body is effective in rewarding good teachers by advancing them through the teachers' salary structure. Conversely they will take decisive action if a teacher is not performing as well as they ought to.
 - The governors have a clear understanding on how effectively additional funding to support students known to be eligible for the pupil premium is spent. They are able to describe how funds were used and the impact of this provision on raising students' achievement and their attitudes to learning and education.
 - They ensure financial probity and that safeguarding procedures comply with legislation.

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 | 106268 |
| Local authority | Tameside |
| Inspection number | 442350 |

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 | 11–18 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 934 |
| Of which, number on roll in sixth form | 74 |
| Appropriate authority | The governing body |
| Chair | C Daly |
| Headteacher | Denise Spence |
| Date of previous school inspection | 24 January 2013 |
| Telephone number | 0161 366 7533 |
| Fax number | 0161 366 2676 |
| Email address | admin@hydecc.tameside.sch.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

