

Hayle Community School

3 High Lanes, Hayle, Cornwall, TR27 4DN

Inspection dates 16–17 April 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, the senior leadership team has sharply focused on improving the quality of teaching and, as a result, achievement has risen quickly.
- The governing body has actively challenged the school, holding school leaders to account for the progress of different groups of learners.
- There is a sense of community through which students consistently demonstrate good attitudes to their learning. They behave sensibly in and around the school buildings.
- Teaching is now good. Teachers utilise good subject knowledge in order to plan suitable activities, so that students are able to acquire knowledge and skills effectively.
- Students feel safe in and around the school. There is good development of students' knowledge in protecting themselves from harm.
- Students' literacy skills have been embedded across different subjects.
- The achievement of students is good. Middle-ability students are now achieving well alongside their peers. Achievement is outstanding in English and art.
- The curriculum enables students to develop their knowledge, skills and experiences well. The extended additional activities contribute well to the students' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Some marking is not consistently of a high quality. Students do not consistently respond to the feedback provided by their teachers in order to achieve even more progress.
- Some most-able students are not always challenged to achieve the best they can in lessons.
- The monitoring of students' learning by some middle leaders is not always rigorous enough.
- Students are not always encouraged to take responsibility for their learning during lessons.
- Students' numeracy skills are not equally well developed across the curriculum.
- The progress of students in modern foreign languages is slow and the attainment is not high enough.

Information about this inspection

- The inspection team visited 28 lessons, observing 26 teachers. Seven lessons were observed jointly with members of the senior leadership team. Inspectors also conducted several further brief observations of students’ learning and achievement, especially in mathematics, as well as some in modern foreign languages. In addition, some students were interviewed about their learning in a range of different subjects.
- Students’ work and assessment were discussed in conjunction with students across a range of different subjects.
- Inspectors looked at students’ work and observed the supervision of students before school, between lessons, at breaks, at lunchtime and at the end of the school day.
- A number of meetings were held with groups of students, governors, a representative of the local authority, the senior leadership team and school staff. A number of telephone conversations took place with the school’s appointed improvement person, who is a serving headteacher.
- Inspectors took account of the 73 responses available on the online Parent View questionnaire. In addition, they also considered the responses to the staff survey.
- Inspectors observed the work being done in the school and considered its improvement plans, records and analyses of student behaviour. The inspectors also considered the tracking of students’ progress and a range of student work. They scrutinised attendance figures, as well as documentation and evidence of safeguarding measures. Information for parents and carers was also reviewed on the school website.

Inspection team

Raymond Lau, Lead inspector	Additional Inspector
Mark Bindon	Additional Inspector
Kevin Wright	Additional Inspector

Full report

Information about this school

- This is a smaller-than-average secondary school. The vast majority of students are of a White British heritage.
- The proportion of students who are disabled and who have special educational needs is broadly average.
- The proportion of students eligible for the pupil premium funding is average. This is for students who are known to be eligible free school meals or in the care of the local authority.
- Twenty three students are educated through alternative provision at Cornwall College in the areas of motor vehicle and animal care courses.
- The school meets the government's floor standards, which set the minimum expectations for students' achievement and progress at the end of Year 11.
- The school has experienced some instability in terms of staffing, particularly in modern foreign languages.

What does the school need to do to improve further?

- Ensure the achievement of students is outstanding by:
 - teachers consistently providing high-quality feedback when marking students' work, so that students are able to respond suitably and improve their work
 - consistently giving most-able students more challenging work to complete during lessons
 - students being given more opportunities to take responsibility for their learning
 - providing more opportunities for students to develop and apply mathematical and numeracy skills in different subjects
 - middle leaders rigorously monitoring students' learning in their work, in accordance with the school's policy.
- Improve the quality of teaching in modern foreign languages so that achievement is good by:
 - providing a suitable range of activities that interest and stimulate students' enjoyment and learning
 - encouraging suitable and quality responses while taking part in discussions.

Inspection judgements

The leadership and management are good

- Since the previous inspection, the headteacher, with the senior leadership team, has relentlessly focused on improving the quality of teaching and the behaviour of students. As a result, these concerted actions and targeted intervention have performed well in closing the gap between different groups of learners and their achievements, so that they are now making good progress over time and across the school.
- The leadership of teaching has successfully tackled the quality of teaching and most teaching is now good. Nevertheless, there are only small amounts of exemplary practice. A range of development activities are being undertaken by teachers to improve their own performance.
- Subject leaders are increasingly being held more accountable for fostering their own learning in their respective areas. They monitor a wider range of activities, including conducting observations formally and informally. However, not all leaders are rigorous enough in ensuring a consistent approach in the quality of marking; the feedback and responses made by students highlight this factor.
- Pupil premium funding is utilised well in order to ensure small class sizes and well-targeted strategies that have successfully improved the achievement of these students. This demonstrates the school's successful promotion of equal opportunities and ensures there is no discrimination. As a result, the school has fostered good relationships among all in the school community, including parents and carers.
- Effective advice and guidance are given to students' choices for study at Year 9 and beyond into sixth form. The school employs a specialist officer. The students report that the information provided is invaluable and very useful.
- Leaders have also successfully monitored the delivery of alternative provisions for learners. This has resulted in good attendance, student enjoyment and all students achieving their qualifications in 2014.
- The school receives good additional support from other external sources, notably, another serving headteacher. The local authority has provided sufficient support to the headteacher in terms of improving the quality of leadership and management.
- The school ensures that all safeguarding requirements are met. Risk assessments for making sure the site and students are protected from harm are in place. A suitable number of first aiders are qualified and trained.
- The Key Stage 3 curriculum is appropriate. In Years 10 and 11, a range of academic and vocational subjects are presented to students in ways that are personalised to their needs. There is a broad range of extensive activities, generally presented during 'period 7', in which students actively take part.
- The curriculum is also having a positive impact on students' spiritual, social, moral and cultural development. A range of planned outings contributes to enhancing students' knowledge and experiences, thus preparing them well for living in modern British society. The school promotes British Values, such as tolerance and respect, and is currently taking action to further improve this.
- **The governance of the school:**
 - The governing body is effective in challenging and supporting senior leaders. It makes a concerted effort to participate in training and conferences so as to become even more effective. The governors are aware of the quality of teaching and make frequent visits to assigned subject areas. They have a good understanding of whether teachers' performances are rewarded or not, and what is done to help teachers improve.
 - Governors have a good understanding of students' achievements. They know how well the school is performing compared with nationally. They also have effective insight on the impact of additional funding spent on pupil premium students.

The behaviour and safety of students are good

Behaviour

- The behaviour of students is good. They are proud to be representatives of the school. One student stated, 'We are a small unit and this helps our learning.' Students demonstrate good manners. They are polite and respectful towards one another, visitors and staff.
- Teachers foster good relationships and have created a positive environment for classroom learning. An example of this is the geography classroom, which features stunning displays and a well-thought-out layout of the environment. Year 9 students reported that the design of the classroom, combined with the high-quality teaching, enabled them to take pride in, and be passionate about, this subject.
- Students consistently demonstrate good attitudes to learning, even when on occasion they become

passive during lessons. Students generally contribute well to their learning and show good levels of concentration skills. This was evident in a Year 8 physical education lesson when students were being taught how to take part in shot-put. Older students demonstrate good independence skills and commitment to their learning.

- The students proactively take part in a range of charitable fundraising activities. An annual local event includes students dressing as Santa Claus in the local community, with pupils from local primary schools joining in. They raised over £2,000 this year for local and national causes.
- Students enjoy attending, and behave well, in alternative provisions, demonstrated by their high completion rates for gaining qualifications.
- Behaviour is judged not to be outstanding, however, because students do not consistently take responsibility for their own learning or take responsibility for the learning of others. There are some, but limited, opportunities for students to proactively get involved in taking leadership responsibilities for making the school better, particularly for Key Stage 3 students.

Safety

- The school's efforts at keeping pupils safe and secure are good. Students feel safe, and this is confirmed by parents.
- While bullying does occur, students claim that it is dealt with by teachers. However, a small minority of parents expressed concerns regarding bullying in response to the Parent View on-line questionnaire; the school continues to focus on addressing this issue.
- Students have good knowledge of the different types of bullying and appreciate how to protect themselves from social media and internet forms of danger. They demonstrate some awareness of road and water safety.
- Safety is not outstanding, because students' knowledge is limited in terms of their awareness of drugs, alcohol and other related personal and social aspects. The school is currently taking action to address this.

The quality of teaching

is good

- Teachers have high expectations of the students and planning is effective at making sure that a sequence of activities aid student learning within a session and over a series of lessons. Teachers skilfully utilise questioning to deepen students' knowledge.
- There are some examples of exemplary practice, which is particularly evident in English and science. In addition, in a Year 9 art lesson, students were given the opportunity to create their own interpretation of a piece of work. As a result, their levels of concentration and commitment were excellent and, over time, they are making exceptional progress. However, this is not consistent practice across the school.
- Students report that homework is frequently set and that there are sufficient demands made on the learners so that it contributes to the progress they make.
- The teaching of literacy is highly effective and embedded across all subjects. In a Year 9 drama lesson, students were asked to write lines in response to a character. Both boys and girls quickly began responding without hesitation. However, students' numeracy skills are not as well developed as their literacy skills, because teachers have not paid as much attention to providing opportunities for improving these skills across all subjects.
- While most-able students are usually given suitable work that challenges them, this is not always the case. The level of set work is too easy and occasionally, these students complete similar work to that of their peers, which limits their progress in some lessons.
- Other staff are deployed appropriately and effectively in aiding students who require additional support.
- The 'feedback, monitoring and response' policy has recently been revised. While the marking of students' work is generally regular, the students do not always respond or take time to think and respond to the feedback given by teachers. There are exemplary examples of marking, noticeably in English and art, but it is not yet of a high enough quality across the school. It is inconsistent, particularly in mathematics. Consequently, students' progress is sometimes hindered.

The achievement of students is good

- Students enter the school with knowledge and skills that are typically average for their age and abilities. They make good progress in mathematics, humanities and most other subjects. Their achievement in English is outstanding.
- In 2014, taking into account the students' best results, 62% of Year 11 students achieved five good grades, including English and mathematics. Students at the alternative provision level made at least good, and often better, progress than their peers; 100% of students have completed the Level 1 courses in Animal Care and Motor Vehicle Studies.
- The proportion of students making the required progress in English and mathematics is high. A significant number of students make exceptional progress in English. However, the proportion of students making faster progress in mathematics is similar to that at a national level.
- Across the school, generally, girls achieve better than boys, although this gap is closing. In some cases, it is the reverse.
- Students eligible for additional funding (pupil premium) make good progress in English and mathematics. While there are some variations in their achievement, with good teaching in almost all areas, these gaps are closing quickly.
- The difference between the achievement of disadvantaged pupils and other students in the school in 2014 was half a grade in English and one sixth of a grade in mathematics. However, when compared nationally, for English, disadvantaged students were one third of a grade ahead of their peers. In mathematics, these students achieved one half of a grade less. Current information shows that these gaps are closing throughout the school.
- Students who are disabled and those who have special educational needs achieve progress similar to that of their peers. This is a result of well-targeted support and intervention work that has successfully raised their achievement.
- The most-able students achieve well. The proportion of students reaching the highest grades at GCSE are increasing yearly. However, on a few occasions during lessons, these students are not consistently challenged to do well because the work is sometimes too easy.
- The school has now stopped entering students early for examinations. However, for 2014, these students benefited well from early entry, particularly in mathematics.
- Over time, the achievement of students in modern foreign languages has not been quite as good as for other subjects. This is particularly the case for French and Spanish, but there are now signs of improvement. In a Year 11 Spanish lesson, students demonstrated good levels of independence and concentration skills in using and applying their knowledge and understanding of Spanish in response to examination-style questions.

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	462501

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	542
Appropriate authority	The governing body
Chair	Jason Hurr
Headteacher	Christine Jackman
Date of previous school inspection	3–4 July 2013
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