

# Hindley High School

Mornington Road, Hindley, Wigan, Lancashire WN2 4LG

## Inspection dates

13–14 October 2015

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders' plans for school improvement are not tied tightly enough to improving students' progress.
- The analysis and use of students' progress information is not sharp and does not yet lead to good progress for all.
- The information provided to governors about students' achievement does not cover both key stages or all groups of students. As a result, it does not enable them to identify and challenge underperformance fully.
- Although 2015 GCSE results showed improvement, students' progress is not yet strong and is inconsistent across subject areas and year groups.
- Teaching is not consistently good and sufficient time is not always allowed in lessons for students to practise their skills and apply their knowledge.
- Work set for students is not always challenging enough, particularly for the most able.
- The marking of students' work does not provide consistently effective guidance on how students should improve their skills and understanding.

### The school has the following strengths

- Teachers have good subject knowledge.
- The behaviour of the students is good. They conduct themselves well and are polite and smart. Bullying is rare.
- There are positive relationships between teachers and students. The values of tolerance and respect are promoted well.
- The advice given to students about the next steps in their education is effective.
- The curriculum is broad and balanced with an appropriate range of academic and vocational subjects.
- Trips, visits and extra-curricular activities enhance the curriculum.
- Attendance is tracked effectively and good attendance is a priority; it has now improved to almost the national average.
- Students are safe in school and they are given information about how to keep themselves safe in a range of situations.
- School leaders use a wide range of external services to ensure that vulnerable students get the help they need.
- Disabled students and those with special educational needs receive effective support.

## Full report

### What does the school need to do to improve further?

- Improve the rates of students' progress by sharpening the analysis and use of assessment information in the school's evaluation of its own performance, and for improvement planning and staff appraisal processes.
- Ensure that governors are able to identify and challenge underperformance by providing them with clear information regarding the progress of all year groups in the school as well as the progress of specific groups of students.
- Improve the quality of teaching by ensuring that:
  - work set is appropriately challenging for all students, particularly for the most able
  - written feedback on students' work gives specific advice on how to improve their skills and understanding in the subject
  - adequate time is provided in lessons to practise skills and apply knowledge, so consolidating students' learning.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leaders have a clear vision for the school but their current evaluation of the school's performance, particularly in relation to students' outcomes, is overgenerous.
- The school improvement plan, although detailed, is not linked closely enough to specific targets for improvements in students' progress.
- School leaders gather a significant amount of assessment information. However, this is not yet analysed sharply enough. There has been an overemphasis on data showing students' attainment rather than on the progress they have made over time.
- The targets set for staff lack precision in terms of the expected impact of their teaching on students' progress.
- Pupil premium funding has been used to provide additional staffing to support the learning and welfare needs of disadvantaged students as well as providing funding for specifically targeted extra-curricular activities. There is evidence that this expenditure is having a positive impact on the attendance and progress of this group of students, but not yet consistently across the school.
- Subject leaders are committed to the school and to their role. They are involved in monitoring the work of their department but some do not yet feel confident in their formal role of appraising the performance of staff.
- Leaders have established a culture of sharing good practice in teaching and there is an extended range of professional development opportunities for teachers over the course of the year. More needs to be done, however, to evaluate the impact of the training, as teaching is not yet consistently strong across the school.
- The curriculum has recently been reviewed and the range of GCSE option subjects has been extended. There is a broad and balanced curriculum which gives an appropriate range of academic and vocational options to meet the needs of the students in the school. The guidance given to students in Year 9 when they choose their option subjects ensures that they embark on an appropriate selection of courses.
- Extra-curricular activities including sports, trips, residentials, charity fundraising and visits to universities complement the curriculum and provide students with opportunities to enhance their spiritual, moral, social and cultural understanding.
- The behaviour and attendance of students is managed well. Non-attendance is specifically targeted and, as a result, the rate of attendance has improved for most groups of students in the school and persistent absence has reduced. Bullying and the use of derogatory language are tackled effectively and the British values of tolerance and respect are effectively promoted.
- Staff are trained well in child protection and are clear about the processes to follow if they have concerns about a student. This ensures that students are safe and well cared for in school.
- Leaders responsible for child protection are rigorous in their follow-up of concerns and engage a wide range of external agencies to ensure that the young people in their care get the support that they need.
- **The governance of the school**
  - Governors are committed to the school and bring a valuable mix of external experience and expertise to the running of the school.
  - There have been recent changes to the governing body and some members are new in post.
  - Governors spoken to by an inspector showed a good understanding of the way the pupil premium funding had been spent and of the priorities for improvement identified by school leaders. Governors are involved in the appraisal of staff performance, but this is at an early stage for some recently appointed governors.
  - Governors receive information about the overall progress of students in Key Stage 4 and the progress of disadvantaged students. They do not, however, receive information relating to the progress of students in Key Stage 3 or the progress of other specific groups of students in the school. As a consequence, governors do not have the full picture of the achievement of students in the school which is needed to enable them to robustly challenge any underperformance.
- The arrangements for safeguarding are effective.

## Quality of teaching, learning and assessment requires improvement

- The quality of teaching is not consistently good across the school.
- Students are not always given appropriately challenging work, particularly the most able.
- The marking of students' work does not provide specific guidance on how students should improve their knowledge, skills and understanding, and comments are frequently too general. As a consequence, marking does not always lead to improvement.
- Although teachers display good subject knowledge and plan tightly structured lessons, often the drive to complete all planned activities does not allow sufficient time for students to practise their skills and apply their knowledge. As a result, learning is not consolidated and there is an over-reliance on the teacher.
- The use of questioning is variable across the school and does not always engage and challenge the students or extend their learning.
- There is some inconsistency in the application of the school's target-setting policy across different subject areas.
- Working relationships between teachers and students are strong and the use of praise is a frequent feature in lessons. Teachers know their students well, choose topics which are of interest to them and are prepared to tackle some difficult and sensitive themes in lessons.
- The management of behaviour in lessons is effective and students remain on task well.
- Classrooms are well resourced and teachers make good use of the resources. Displays in classrooms support learning.
- Teaching assistants are deployed well and provide effective support for the learning of disabled students and those with special educational needs.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote student's personal development and welfare is good.
- Students feel safe and are safe in school. They show a good understanding of how to protect themselves in a range of situations, particularly regarding staying safe online. Recent work on the theme of child sexual exploitation has contributed significantly to students' understanding and awareness of safe practices.
- The school promotes the well-being of vulnerable students very effectively and uses a range of strategies including external support to ensure that their emotional needs are met.
- Older students are given opportunities to develop their leadership skills by acting as prefects in school.
- Information provided to students about careers and the next stage of their education is strong. College and apprenticeship providers visit the school to conduct assemblies and drop-in sessions for students. Students in Key Stage 4 take part in visits to universities to raise their future aspirations. As a result of the guidance provided, most students in Year 11 spoken to by an inspector were clear about their plans for when they leave school.
- The school provides well for students' spiritual, moral, social and cultural development and for life in modern Britain. They take part in residential visits and are actively involved in fundraising activities for charity. Students learn about faiths other than their own and consider what it means to be British. They work well together and demonstrate the values of tolerance and respect.
- The school carefully checks on the welfare of students attending alternative provision.

### Behaviour

- The behaviour of students is good.
- Students are polite and behave well in lessons in general and around school. They arrive at lessons punctually and with the correct equipment.
- Students look smart and show respect for the environment, which ensures that the school site is free from litter and graffiti.
- Data provided by the school show that attendance has improved for most groups of students in the school and the rates of persistent absence have declined. The overall attendance is marginally below the national average.
- Exclusions have reduced significantly as a result of the introduction of an incremental approach to school

sanctions. Students spoken to by inspectors said that although there are some occasions where learning is disrupted, poor behaviour is usually managed well by teachers. Students were clear about the processes relating to the sanctions for poor behaviour.

- Incidents of bullying are rare and students say that when they occur they can report them to teachers with confidence that they will be dealt with successfully.
- Students show a good understanding of racist and homophobic bullying. They report that offensive language is not tolerated by teachers.

## Outcomes for pupils

## require improvement

- Students' achievement has declined since the last inspection. In 2014, the progress made by students at the end of Key Stage 4 in both English and mathematics was significantly below national levels and the gaps in progress between disadvantaged students and their peers were wide. Progress made in science, modern foreign languages and humanities was also significantly below national levels and, with the exception of humanities, this had been the case over a three-year period in these subjects.
- The 2015 GCSE examination results show an encouraging improvement in attainment overall. A higher proportion of students gained five or more GCSE grades A\* to C including English and mathematics, and the proportion making expected progress in mathematics increased significantly. The proportion of students making expected progress in English, however, remained static.
- Data provided by the school indicate that in 2015 the progress made by disadvantaged students from their starting points showed improvement in both English and mathematics, and gaps between this group of students and other students narrowed.
- The progress of students across the school remains variable in English, mathematics and science. The school's assessment information indicates that currently the progress gaps between disadvantaged students and their peers in school are closing in English but less so in mathematics and science.
- Progress data provided by the school for students who are disabled or who have special educational needs indicate that an increased proportion of students in this group are on track to make the expected progress in English, but a lower proportion are on track to do so in mathematics.
- The progress of the most-able students is slower than should be expected because they are not consistently given appropriately challenging and aspirational work.
- Students are encouraged to read and the importance of this is promoted in school. The school provides a programme to support weaker readers and this has had a positive impact.
- Effective careers education information, advice and guidance has contributed to the improving proportion of students progressing to further education, apprenticeships, employment or training.

## School details

<b>Unique reference number</b>	106528
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10005478
This inspection was carried out under section 5 of the Education Act 2005.	
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	883
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tony Carter
<b>Headteacher/Principal/Teacher in charge</b>	Dr Ian Butterfield
<b>Telephone number</b>	01942 767704
<b>Website</b>	<a href="http://www.hindleyhs.wigan.sch.uk">www.hindleyhs.wigan.sch.uk</a>
<b>Email address</b>	<a href="mailto:enquiries@admin.hindleyhs.wigan.sch.uk">enquiries@admin.hindleyhs.wigan.sch.uk</a>
<b>Date of previous inspection</b>	5–6 December 2011

## Information about this school

- Hindley High School is a smaller than average-sized secondary school situated in Wigan.
- The vast majority of students are of White British heritage and the proportion of students for whom English is an additional language is well below the national average.
- The proportion who are disadvantaged and supported through the pupil premium is above average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of students who are disabled or who have special educational needs is above the national average.
- The school has a specially resourced provision for up to six students. This provision is for students with complex medical difficulties and, with effect from September 2015, for students with autism. There are currently insufficient numbers of students in the resource base to comment on provision or achievement.
- The school receives support from Wigan local authority and the consortium of Wigan secondary schools.
- The school uses a very small number of alternative providers.
- A new headteacher and Chair of the Governing Body have been appointed since the last inspection.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.

## Information about this inspection

- Inspectors observed teaching and learning across the school, including four joint observations with members of the senior leadership team.
- Inspectors visited morning tutor time and an assembly.
- They looked closely at students' work in lessons and conducted a separate work scrutiny of a sample of students' work in Years 9 and 10.
- Inspectors held meetings with senior and middle leaders, three groups of students and a group of three governors, including the Chair of the Governing Body. A telephone conversation took place with a representative from the local authority.
- Inspectors observed behaviour around school at break and lunchtime.
- A wide range of documentation was scrutinised which included: the school improvement plan and documents relating to the school's evaluation of its performance; achievement and attendance data; information relating to the behaviour of students in the school; records of the monitoring of teaching, learning and professional development; anonymised appraisal information of staff; and the records of governing body meetings.
- Inspectors examined the school's single central record which records the employment safeguarding checks carried out.
- Inspectors analysed the 17 responses from parents to the online questionnaire (Parent View).

## Inspection team

Julie Yarwood, lead inspector	Her Majesty's Inspector
Charles Lowry	Her Majesty's Inspector
Doris Bell	Ofsted Inspector
Steven Caldecott	Ofsted Inspector
Liz Kelly	Ofsted Inspector
Lenford White	Ofsted Inspector

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