

The Hayling College

Church Road, Hayling Island, Hampshire PO11 0NU

Inspection dates

26–27 January 2016

Overall effectiveness

Requires improvement

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching, learning and assessment are not consistently good as teachers do not always plan effectively so that all pupils can succeed, especially the most able.
- Attendance, although improving, is still too low. There remains a wide gap between the lower attendance of disadvantaged pupils and other pupils.
- Teaching across the school does not strongly develop pupils' reading and writing skills. This holds back their progress.
- Leaders have tackled underperformance and strengthened leadership at all levels but these changes are only just beginning to make an impact on pupils' achievement.
- Too few pupils achieved the grades they should have in 2015, especially in English. Overall, pupils made less progress than similar pupils in other schools.
- Currently, disadvantaged pupils and the most-able pupils are not doing well enough in some subjects and in some year groups.

The school has the following strengths

- Leaders are ambitious, so teachers and pupils now aspire to do their best. Leaders, with effective support from governors, are making rapid changes so that teaching is improving.
- Disabled pupils and those with special educational needs are well supported and succeed as a result of high-quality guidance.
- Pupils feel safe and well looked after at the school. Bullying is very rare and when it does occur it is dealt with effectively by staff. Pupils have good knowledge of how to keep themselves safe.
- Teaching in mathematics and science is consistently effective. Consequently, pupils in mathematics and science make good progress and they are well prepared for examinations.
- Pupils are polite, keen to do well and proud of their school. They are confident, enjoy being leaders and contribute extensively to their local community.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching in all subjects so that more pupils, particularly disadvantaged and most-able pupils, make good or better progress, by:
 - ensuring that all teachers use information about pupils' achievements more effectively to plan activities and tasks that better match the needs of all groups of pupils
 - making certain that all teachers follow the school's policy on giving feedback so that pupils can act on teachers' advice.

- Improve the effectiveness of leadership and management in raising the achievement of all groups of pupils, by:
 - developing more consistent approaches in all subjects to improve pupils' reading and writing
 - eliminating the gaps in achievement between disadvantaged pupils and others, especially in English
 - increasing the attendance of all pupils, especially those who are disadvantaged, with sharper use of information to track different groups.

Inspection judgements

Effectiveness of leadership and management is good

- Since his appointment in 2014, the headteacher has taken decisive action to address underperformance. As a result, both teaching and the progress pupils make have improved in much of the school. He leads with verve and passion so that staff and pupils are keen to live up to his ambitious vision. Most parents also feel that the school is well led and managed. The headteacher has high aspirations for his pupils, exemplified by his assembly on 'never giving up', which greatly inspired those present.
- Leaders have high expectations of pupils and have worked well with them to establish a calm and orderly atmosphere where learning can flourish. Pupils state that the school is a place where they are 'learning, growing, achieving and celebrating together'. Leaders know the strengths and weaknesses of their school well. They plan effectively to address the areas for improvement. Leaders have taken difficult decisions that are now paying off, for example in relation to the mathematics curriculum and examination choices.
- The leadership of teaching is robust. Leaders have developed good systems to evaluate the effectiveness of teaching. They hold teachers to account and provide appropriate support for those that need to improve. In a school with acute financial challenges, leaders have astutely used expertise in the school and the Havant Federation, a group of nine local schools, to train and develop staff. As a result, staff surveys show that the vast majority of staff value the training and support they receive.
- Middle leaders are growing in effectiveness. They are now much more confident about sharing best practice within their teams and are well supported by their line managers. Middle leaders know their areas well and are increasingly addressing weakness in pupils' learning more effectively.
- Leaders reward teachers' performance judiciously. Teachers describe the system as rigorous but fair and they understand that increases in pay depend on how well they contribute to whole-school priorities and how much progress pupils make.
- The curriculum is broad and balanced. Leaders have extended the curriculum in science and introduced further mathematics and AS level art. The majority of pupils study a language and there are good links with the local primary schools so that pupils can continue with the language they already know. The school makes suitable use of the Havant Federation to share resources and expertise; when appropriate, pupils can study subjects at Key Stage 4 that the school is unable to offer. Leaders guide pupils well in choosing their subjects, so that pupils can study a range of both academic and vocational courses.
- Tutor time and the personal, social and development programme are used well to develop pupils' interest in current affairs. A range of topics are studied and explored effectively, including what it means to live in modern Britain. Pupils develop a good understanding of the main institutions of government and key concepts of democracy. For example, when learning about the Commonwealth of Nations pupils deepened their understanding of the wider world and explored how similar the school's values are to those in other countries.
- The pupil premium grant is increasingly well used. It has funded extra interventions with specialist staff, music lessons and support for homework as well as the provision of technology resources for pupils. Published information shows that the gap between disadvantaged pupils and others has narrowed in mathematics but not in English. Current performance information shows that gaps are closing in some year groups but not in all.
- The Year 7 catch-up premium is used to good effect. Pupils who have not achieved Level 4 in English or mathematics by the end of Key Stage 2 catch up quickly and are very well supported with a range of additional activities. Pupils in receipt of this funding reported that the additional homework support was particularly effective and that teachers really helped them improve.
- The provision of careers advice and guidance is good. Pupils receive independent, impartial advice, hear from a range of speakers from local businesses and colleges and they attend a careers fair in Year 9. All pupils undertake work experience in Year 10 for a week or a work-related programme. The vast majority go onto their first choice of college, sixth form or an apprenticeship. The school tailors its approach for the very few who are unsure of the next steps so that the numbers of pupils not in employment, education or training is already small and is reducing.
- A very small number of pupils attend another school for part of a day to benefit from a more vocational curriculum. A few attend the local pupil referral unit. In both cases, leaders have good oversight of the current progress and welfare of these pupils, with regular meetings and links between the providers and the school.

- The headteacher has adroitly sought expertise from other schools and the local authority. As a result of additional support, teachers are now more confident in assessing pupils' examination work and are able to check their judgements with other staff in other schools. The local authority has worked well with leaders so that they are now more assured in analysing the impact of the work they undertake.
- **The governance of the school**
 - Governors are committed and passionate about the school and exercise good oversight of its work. They recognise that the performance of pupils in the past was not good enough and have taken steps to increase the level of challenge they give leaders. They have built their own capacity through training and by recruiting governors with additional expertise. They do not accept excuses and keep a very close eye on the progress that pupils make, especially pupils in receipt of additional funding in Year 7 and those who are disadvantaged. Governors recognise that there are gaps between the achievement of disadvantaged pupils and other pupils nationally and regularly challenge leaders on the impact of actions to address this.
 - Governors visit the school regularly and use this time well to see the difference that school leaders make. They are especially adept at analysing achievement data and use this knowledge to broaden their understanding of the quality of teaching in the school. They scrutinise the school's systems for awarding pay closely so that only the best teaching is rewarded.
 - Governors also play a significant role in setting the school's character, with regular visits to assemblies, handing out governor awards and leading initiatives in the community. One example is where governors promote a horticultural project 'growing together', where pupils and local residents grow vegetables and flowers alongside each other. Governors are knowledgeable about the school's work to prepare pupils for life in modern day Britain and contribute to improving this by effectively analysing where there are gaps in the school's provision and ensuring that leaders address these.
- The arrangements for safeguarding are effective. Pupils feel very safe and they are clear about who they should talk to if they have a concern. Almost all staff are tutors, and pupils report that they value the regular contact they have. There are good systems in place to check on the suitability of staff and there is regular high-quality training for adults working in the school, for example a recent e-learning training session was led by a parent who is an expert in this field. As a result, there is a strong culture of safeguarding in the school. The majority of parents who responded to Parent View felt that children are safe and well looked after.

Quality of teaching, learning and assessment requires improvement

- Teaching requires improvement because over time not all groups of pupils make consistently good progress. In particular, the most-able pupils and disadvantaged pupils do not achieve as well as other pupils nationally.
- Much of the teaching at the school is now improving. The best teaching is well planned, stretches the most able and engages pupils with skilful questioning. For example, when learning about velocity in science in Year 9, pupils worked well together and used their knowledge to answer a question on how much petrol would be needed for a car driven at different speeds. However, this is not always the case as there is a significant variation between subjects and year groups.
- Teaching in English is improving. Pupils talk about their work with increasing confidence and use specific vocabulary to good effect. When Year 10 pupils presented their analysis of *The Farmer's Bride* to the rest of the class, many spoke knowledgeably about how a poet used a range of methods to express historical views about women. Increasingly, teachers are more skilled in developing pupils' written responses to a text and deepening pupils' knowledge of the language techniques that authors use. However, teachers do not always plan effectively so that, at times, some pupils unnecessarily repeat work or struggle to finish and so lose focus.
- Teaching in mathematics is good. Teachers have high expectations and set challenging tasks. For example, pupils in Year 8 were required to calculate the surface area of a tower using the formulae of the area of a sphere. Pupils say that they liked being challenged and that the work in mathematics is appropriately hard. Inspectors observed some very effective teaching with good questioning to check pupils' understanding of concepts. Pupils are increasingly gaining good insights into mathematical ideas and how to solve problems and use their mathematical reasoning skills.

- Teachers' good subject knowledge is a strength of the school. As a result, the most-able pupils can take more challenging courses in art and mathematics to achieve additional qualifications. In geography, teachers used their subject knowledge of super volcanoes well when planning a lesson, so that pupils were able to explore the impact of an eruption on Hayling Island. Teachers are enthusiastic and share their passion for the subject with pupils but they do not always prepare resources or activities that challenge the most able.
- Pupils' work is marked regularly. However, not all marking is well used by pupils. The school has a policy that expects pupils to reflect and improve on their work. Inspectors saw this 'purple pen' strategy used well in English but less so in other subjects. In some subjects, the marking did not help pupils to improve on their prior learning at all.
- Teaching assistants are well deployed. They skilfully support pupils in a range of subjects by providing effective guidance and help. As a result, pupils with special educational needs make good progress and contribute well to whole-class learning.
- There is a wide range of additional opportunities for pupils to enjoy learning in school and beyond. Assemblies are thought provoking and based on themes that are revisited in tutor time. The school has a well-developed programme of educational visits that include theatre trips, field work and European trips. Pupils can also take part in a wide range of after-school activities including sports, music and homework clubs and, as a result, pupils develop skills that prepare them well for life in modern Britain.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils talked at length about how they feel valued by staff and how they are encouraged to do their best. Teaching staff and other adults create a supportive and respectful environment that pupils appreciate and respond well to. There are a range of opportunities for pupils to develop their leadership skills as reading ambassadors, prefects, house captains and student council representatives. School leaders often consult pupils about changes to rules so that pupils can contribute to decisions that affect them. Periodically, pupils re-write the Hayling College Charter which sets out expectations for all pupils and staff.
- Attendance is improving, but from a low base and it is still below the national average. School leaders have taken steps to promote better attendance and there is an intensive approach to support those who are persistently absent. In the past, disadvantaged pupils and those with special educational needs have attended significantly less regularly than others. There is evidence that the work done by the school, in partnership with other agencies, is having a positive effect and the gaps in attendance between these groups and other pupils are narrowing. However, there still remains a wide gap between the attendance of disadvantaged pupils and others.
- Exclusions are low and are much lower than the national average. Leaders have invested wisely in skilled staff who intervene early and mentor pupils who have a higher level of need. The use of the 'intensive days' has also led to a reduction in exclusions of disadvantaged pupils or those with special educational needs.
- Pupils who attend alternative provision are well supported and there are good links so that they are safe and well cared for.
- Pupils feel safe and well cared for in school. A high proportion of pupils confirmed that they feel safe and the majority of parents surveyed said their child was happy at school. Pupils reported to inspectors that 'teachers know you well, it's a small school so it's like we are a family'. There is also a support group for vulnerable pupils that helps them to cope with anxiety. Its work is greatly valued.
- Pupils learn about keeping safe in tutor time and through the personal development programme. Inspectors observed Year 7 pupils thoughtfully discussing how to keep safe out of school and Year 11 pupils reported how much they valued acting as anti-smoking ambassadors and the guidance they receive on relationships and substance abuse. Pupils are confident about how to keep safe online and are aware of specific dangers such as 'sexting'.

Behaviour

- The behaviour of pupils is good.
- Pupils are smart, wear their uniform well and are proud to wear their merit badges. Behaviour around the school is calm and orderly. Pupils behave sensibly even when there is little supervision. In assembly, pupils listened attentively and displayed high levels of appreciation of a pupil's trombone performance.

- Pupils show pride in their work: books and folders are well presented. Pupils are confident to share their projects in technology, sing in front of others in music and perform for an audience in drama.
- Behaviour in lessons is good. There are few incidents of low-level disruption. Most pupils are keen to learn and are attentive. Occasionally, one or two pupils lose focus and go off task. This happens infrequently and is well managed by teachers when it does.
- Bullying and racist incidents are rare. When these do occur, leaders manage them skilfully. The vast majority of parents and pupils agree that the school responds well to concerns.

Outcomes for pupils

require improvement

- Pupils' achievement requires improvement. Pupils join the school with broadly average attainment on entry. In 2015, the proportion of pupils achieving five GCSEs at A* to C, including English and mathematics, was below the national average. Pupils made significantly less progress in English and less progress in mathematics than similar pupils in other schools.
- School leaders are using systems to monitor the achievement of pupils across all subjects more effectively to check on the progress that pupils make. As a result, pupils currently in Year 11 have achieved higher grades than previous pupils in assessments and in examinations that they have already taken. Professionals from the local authority confirm that teachers are more accurate in their checks than previously.
- Disabled pupils and those with special educational needs make good progress in most subjects as a result of effective support and guidance. In 2015, a high proportion of these pupils made the progress expected of them in English and other subjects.
- The most-able pupils do not always achieve as well as others. In the 2015 examinations, the proportions of these pupils who made expected progress in English and in mathematics were lower than nationally. Fewer pupils than expected achieved the highest grades and this was especially the case in science, information technology, English, art and design, and in some design and technology subjects. Current information shows that the proportion of the most-able pupils achieving well is increasing in mathematics and science in Key Stage 4, but a smaller proportion in English in Key Stage 3 is making the progress expected of them.
- In 2015, a small proportion of pupils took mathematics GCSE early. This was appropriate, as all of this group achieved the highest grades and are now studying for an additional mathematics qualification.
- Year 11 disadvantaged pupils underachieved in comparison with other pupils nationally. In 2015, the proportion of these pupils who made expected or better than expected progress in English and mathematics was less than other pupils nationally. Furthermore, disadvantaged pupils achieved around half a grade less than others in mathematics and English. Leaders and governors are well aware that this is not good enough and have adopted a range of strategies to address the issue. Although this group of pupils is making better progress in both key stages and the gaps are shrinking between them and other pupils in the school, some gaps do remain, particularly in English in Key Stage 3.
- The school encourages pupils to read widely. In Key Stage 3, pupils read in the library and in tutor time all pupils read once a week. The school worked with the community to improve the selection of books available with the 'Hayling 1000' project. However, leaders do not yet have a good grasp of how widely and how often pupils read.
- Despite some useful approaches developed by the leader of literacy, there is little evidence of an effective, coherent approach to improving pupils' reading and writing skills. Some teachers highlight key words and encourage the use of dictionaries but outside of English, pupils are not given effective guidance to improve their writing and reading. The 'pink card' system to help pupils improve their presentation and spelling is not used consistently by all teachers, so pupils do not write as well as they could.

School details

Unique reference number	116423
Local authority	Hampshire
Inspection number	10002376

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

Type of school	Secondary Comprehensive
School category	Maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	533
Appropriate authority	The governing body
Chair	Maureen Mills
Headteacher	Colin Rainford
Telephone number	02392 466241
Website	www.hayling.hants.sch.uk
Email address	adminoffice@hayling.hants.sch.uk
Date of previous inspection	October 2013

Information about this school

- This is a smaller than average-size school.
- The proportion of pupils who are disabled or have special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is broadly average. Some pupils are eligible for the Year 7 catch-up premium.
- The school serves a community that is predominantly mono-cultural. Most pupils are White British.
- The school is a member of the Havant Federation of Schools, a partnership of seven secondary and two special schools.
- A small number of pupils in Key Stage 4 attend Horndean Technology College for one morning each week to follow vocational courses. A very small number attend the Woodlands Education Centre for one day a week.
- The school meets the government's current floor standards, which sets minimum expectations for attainment and progress.

Information about this inspection

- Inspectors observed 32 lessons across a range of year groups and subjects. Some lessons were observed jointly with senior leaders.
- Inspectors held meetings with senior leaders and other staff. They took account of the 19 responses to confidential questionnaires received from staff. They also met with a representative from the local authority and with governors.
- Inspectors evaluated key documents including the school's strategic planning, minutes of meetings, reports of attendance and behaviour, and records related to pupils' safety and academic progress. They scrutinised the work done in lessons.
- Inspectors observed pupils' behaviour at break and lunchtimes, around the school and in assemblies, tutorial periods and other activities.
- Inspectors spoke with pupils informally and formally as well as taking into account the 157 responses to confidential questionnaires received from pupils.
- Inspectors took into account the 70 responses from parents on Parent View and the comments that some made.

Inspection team

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