

Hindley High School

Mornington Road, Hindley, Wigan, Lancashire WN2 4LG

Inspection dates

13–14 September 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
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

- Leadership is not consistently effective.
- Leaders do not evaluate and review improvement plans effectively enough. Consequently, improvements are not rapid and secure.
- Pupils' outcomes require further improvement across a broad range of subjects, including English, mathematics and geography.
- The outcomes for disadvantaged pupils are not improving quickly enough.
- Teaching is inconsistent and requires improvement in English, mathematics and geography.
- Teachers do not routinely set pupils challenging enough work, especially for those who are most able.
- Teachers do not regularly ask questions that challenge pupils to extend and deepen their thinking and responses.
- Teachers do not implement a range of strategies to improve the literacy of pupils consistently, including extended writing.
- School leaders do not monitor and accurately record performance in key aspects of pupils' education.
- The non-attendance of disadvantaged pupils and those who have special educational needs and/or disabilities is above the national average.

The school has the following strengths

- Leaders' actions to improve teaching and outcomes in science have been effective.
- Many of the pupils who join the school with low levels of literacy or numeracy in Year 7 catch up with others.
- Pupils who have special educational needs and/or disabilities are well supported and most make good progress.
- Leaders' actions to promote the personal development and welfare of pupils have a strong impact. Pupils are well supported and feel safe.
- Pupils have positive attitudes to learning. Their conduct at school is good.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - Reviewing regularly the impact of pupil premium funding, especially on the outcomes and attendance of disadvantaged pupils
 - further tackling the inconsistencies in subject leadership and making sure that strengths are shared effectively
 - ensuring that leaders monitor and review the progress and impact of improvement plans more regularly and effectively
 - ensuring that leaders monitor and record key performance information so that it is line with that which is published nationally.
- Improve the effectiveness of teaching, learning and assessment by:
 - eradicating inconsistencies in the quality of teaching, especially in English, mathematics and geography
 - ensuring that teachers routinely use assessment information to plan work which challenges the most able pupils
 - planning regular opportunities for pupils to write at length in a wide range of subjects
 - improving teachers' use of questioning so that pupils are routinely challenged to think hard and improve the quality of their answers.
- Reduce the absence of disadvantaged pupils and those who have special educational needs and/or disabilities by strengthening procedures so that they attend more regularly.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership across the school is not always effective. Teaching, outcomes and the attendance of disadvantaged pupils have not improved consistently since the last inspection.
- Following a detailed audit, the headteacher and governors have an accurate understanding of the strengths and weaknesses of the school. Development plans focus on the correct priorities, but leaders do not monitor and review effectively the impact of actions on improving the school. Therefore, improvements are too slow or not consistent.
- The way that leaders use the pupil premium funding is not fully effective. School leaders do not assess or review the impact of actions and interventions well enough. Consequently, improvements in the outcomes for disadvantaged pupils are inconsistent and their attendance remains low.
- School leaders do not monitor and accurately record performance in key aspects consistently. Consequently, the information that they use and share sometimes differs from that which is published nationally.
- Senior leaders have developed systems since the last inspection to measure, evaluate and improve the quality of teaching and subject leadership. Consequently, senior leaders have an accurate view of the strengths and weaknesses of each subject.
- Subject leadership requires improvement. In some areas, such as music and science, leaders are now more effective in monitoring and leading. Teaching is improving quickly or is regularly good or better in these subjects. However, this is not always the case in other subjects, where pupils do not make the progress that they should.
- School leaders pay for an external consultant to support the improvement of leadership and teaching in English, where outcomes were low in 2016. Consequently, leaders report that expectations and standards have improved. Inspectors saw some strong examples of extended writing in pupils' work during the inspection. However, these skills are not widespread. Pupils' attainment at GCSE in English remained below national averages at grade 4 and above and grade 7 and above in 2017.
- Pupils' attendance is in line with the national average. However, the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities is lower than that of others nationally.
- Pupils study a wide range of subjects. Leaders say that they only offer courses that are in the best interests of the pupils. In 2017 most pupils sat a series of examinations in the European Computer Driving Licence, although leaders report that no Year 11 pupils are entered for the qualification currently. Pupils who require additional lessons or support, such as in literacy or numeracy, receive them. The most able pupils are given opportunities to follow biology, chemistry and physics at GCSE, as well as both French and Spanish if they wish.
- The curriculum for developing pupils' spiritual, moral, social and cultural knowledge and fundamental British values is effective. The programme that pupils follow is thorough and well planned. Pupils value their opportunities to understand and explore issues that

are relevant in modern Britain and the values that underpin British society.

- School leaders provide a programme of extra-curricular activities for pupils. However, 40% of the pupils that responded to Ofsted's pupil questionnaire said that they rarely or never attend extra-curricular activities.
- Leadership of careers education, information, advice and guidance is not always effective. Many pupils say that careers lessons are carefully planned and that they are well supported in preparing themselves for their next steps, but a significant minority say that the information that they receive is insufficient. Information shared by school leaders shows that in 2016 the number of pupils who moved on to education, employment or training was above the national average.
- Senior leaders have researched and implemented strategies to improve pupils' literacy. These include a focus on improved spelling, punctuation and grammar, more opportunities for extended writing in pupils' work, and the use of standard English by staff and pupils. Where these strategies are used well and consistently, pupils are making stronger progress.
- Staff, including those that are newly or recently qualified, say that the training planned by school leaders has supported improved teaching and pupils' progress. They say that training is tailored to their specific areas for development and that opportunities to learn from the strong teaching of others in the school are helpful in improving their practice.
- Senior leaders carry out performance management and link this to pay progression. Leaders set and review targets, which include those relating to the progress of pupils. Staff and school leaders are not automatically eligible for pay progression if targets are not met.
- The funding provided to support the individual needs of pupils who have special educational needs and/or disabilities is led and managed by the special educational needs coordinator effectively. Consequently, the funding is having a positive impact on the outcomes and attendance of many of these pupils.
- School leaders spend the Year 7 catch-up funding effectively. Pupils with low starting points in literacy and numeracy make good progress. For example, inspectors heard Year 7 pupils who have had extra support through the catch-up funding read well.

Governance of the school

- Governance is effective. Governors understand their responsibilities. They are ambitious for the well-being and outcomes of pupils.
- The governing body has recently elected new and additional governors, providing a more comprehensive range of skills and work-related experience. This helps them in fulfilling their duties more effectively than was the case previously.
- Governors have a clear understanding of the strengths and areas requiring improvement at the school. They know where teaching and leadership needs to improve further. They recognise that pupils, especially the most able pupils, need to be challenged in lessons more consistently. Governors say that better outcomes and attendance for disadvantaged pupils are priorities.
- Governors have recently undertaken training to help them analyse information and

challenge school leaders about outcomes more effectively. Consequently, recent records of governors' meetings demonstrate the capacity and confidence of governors to support and challenge leaders, leading to improvements at the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders maintain appropriate safeguarding records. There are systematic procedures for checking the backgrounds of staff when they are appointed.
- School leaders work effectively with parents, carers and external agencies and take swift action when required.
- Staff are trained regularly and appropriately and are vigilant in identifying potential risks to pupils, such as sexual exploitation or radicalisation. Consequently, there is an effective culture of safeguarding at the school.
- Most pupils and parents say that pupils feel safe and are well looked after. Pupils say that they are taught how to recognise and keep themselves safe from harm and are trained effectively in e-safety. They know whom to report concerns to and how to do this.

Quality of teaching, learning and assessment

Requires improvement

- The school's self-evaluation judged the quality of teaching, learning and assessment as requiring improvement. Leaders say that teaching has improved in science and English, but that it remains inconsistent across a range of subjects. Inspectors agree with this judgement.
- The quality of teaching and learning requires improvement and is inconsistent. Pupils' achievement varies across subjects and year groups. Teaching is strong in some subjects, such as music, and has improved in science. An external consultant has been used to support staff in improving their teaching of English and there are some signs that this is starting to have a positive impact on raising attainment. However, teaching is not always good in English, mathematics and humanities.
- At times teachers do not plan work at the correct level and this leads to pupils having work that lacks challenge. This is especially the case for high-ability pupils, including in English and mathematics. Pupils say that they sometimes ask their teachers to give them more challenging activities because the work that is expected of them is not demanding enough. Where the work set by teachers challenges the pupils, such as in music, they make good progress.
- Teachers do not routinely assess pupils' ideas and work in line with the expectations of school leaders, so the impact of assessment is inconsistent. Where assessment is used well, such as supporting pupils to correct their spelling mistakes, pupils make strong progress. However, where it is used less effectively, pupils' misconceptions, including about their punctuation and grammar and their use of standard English, remain.
- Teaching does not consistently meet the needs of disadvantaged pupils. Teachers and leaders do not assess and evaluate the outcomes of disadvantaged pupils effectively,

to ensure that teaching promotes fast enough progress.

- Teachers do not always plan and use questioning effectively. This is especially the case for the most able pupils, where questions do not challenge them to think deeply. They are not encouraged to respond with detail and sophistication in their spoken and written answers. Consequently, these pupils do not make the progress that they should.
- Some teachers are beginning to implement leaders' plans to improve pupils' literacy, including extended writing. However, this remains inconsistent. In the subjects where this is most effective, such as English, pupils are confident in speaking and listening, and they read well. This has led to improvements in extended writing. However, in other subjects, such as geography, history and science, pupils do write with enough detail and precision.
- Most teachers ensure good standards of behaviour and attitudes to learning. Consequently, pupils usually take care over the presentation of their work, bring the correct equipment and behave well.
- Teachers and other adults who plan and support the learning of pupils who have special educational needs and/or disabilities do so effectively. Teachers know these pupils well and ensure that in most cases they make strong progress from their starting points. Consequently, pupils who have special educational needs and/or disabilities are well prepared for their next steps in education or employment.
- School leaders have introduced systems to secure the regularity and quality of homework. These have been effective. A large majority of pupils and parents say that homework is set regularly and the work that is set is usually of an appropriate standard.
- Most parents who responded to Ofsted's online survey, Parent View, said that they receive valuable information from the school about their child's progress. They also said that school leaders would listen to any concerns that they might have about their children.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say that they feel safe. They say that they are supported well in their transition from primary school into Year 7. Pupils describe the school as a friendly and positive environment where they are cared for sensitively by staff and school leaders. Pupils say that they are supported well in their transition from primary school and in first weeks of Year 7. They are taught how to remain mentally and physically healthy, maintain a good diet and stay fit.
- Pupils and parents say that bullying is rare. Pupils know how to report any incidents and are confident that any incidents, including racist or homophobic name calling, are dealt with quickly and effectively.
- Pupils are taught how to identify dangers and remain safe online. Pupils' safety online

is supported effectively by the systems and vigilance established by school leaders.

- Lessons and activities to address spiritual, moral, social and cultural development and fundamental British values are planned effectively by school leaders. Pupils explore themes that include fundamental British values and differing sexualities. Pupils' learning and their attitudes support a positive culture of diversity at the school.

Behaviour

- The behaviour of pupils requires improvement.
- Information shared by school leaders shows that pupils' attendance is broadly in line with the national average. Some pupils who have been persistently absent in the past now attend school more regularly. However, the attendance of disadvantaged pupils is low and requires improvement.
- Pupils behave well around school, including at breaktimes and lunchtime. Pupils treat the school environment with respect and do not leave litter lying around.
- Relationships between pupils, and between pupils and adults are positive. Pupils are confident when contributing in class. They arrive punctually to their lessons.
- Pupils behave well in lessons. They have positive attitudes to learning and usually take pride in their work.

Outcomes for pupils

Requires improvement

- Attainment across a broad range of subjects, including English and mathematics, were significantly below the national average in 2016. Provisional 2017 results indicate improvements in 2017. Attainment has risen, especially in science, and is no longer significantly below average. Records provided by school leaders show that more pupils are now learning at a faster rate, although this is not always the case. Despite improvement, outcomes remain inconsistent.
- The outcomes for disadvantaged pupils were significantly lower than for others nationally across a broad range of subjects in 2016. Information provided by school leaders shows that the attainment for disadvantaged pupils who took their examinations in 2017 and those who are currently in school is improving. However, although there are signs that the difference between these pupils and others is narrowing, these improvements are inconsistent.
- Examination outcomes in English and mathematics were significantly lower than the national average in 2016. Provisional 2017 results indicate that attainment in English and mathematics was below average at grade 4 and above and at grade 7 and above.
- The outcomes of the most able pupils are improving in some subjects, but provisional 2017 results indicate that they remain below average in English and mathematics. At times, progress slows because these pupils are not sufficiently challenged by the work that they are set.
- Most pupils who have special educational needs and/or disabilities make strong progress across a broad range of subjects, including English and mathematics, because they are supported effectively.

- Year 7 literacy and numeracy catch-up funding is used effectively to support pupils who enter the school with levels below those typical for their age. For example, when inspectors listened to these pupils read, they did so confidently and accurately. Pupils enjoy reading for pleasure and the school library is popular, with over 1,100 books having been loaned to pupils in the past year.
- Information provided by school leaders shows that proportion of pupils, including those who are disadvantaged, who progress to appropriate further education, employment or training is above the national average.

School details

Unique reference number	106528
Local authority	Wigan
Inspection number	10036778

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

Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	893
Appropriate authority	The governing body
Chair	Mr Tony Carter
Headteacher	Dr Ian Butterfield
Telephone number	01942 767704
Website	www.hindleyhs.wigan.sch.uk
Email address	enquiries@admin.hindleyhs.wigan.sch.uk
Date of previous inspection	13–14 October 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 11. The school does not meet the government's definition of a coasting school.
- The proportion of disadvantaged students and those supported by the pupil premium is above the national average.
- The number of pupils who have special educational needs and/or disabilities supported by the school is well above the national average. The number of pupils who have a statement of special educational needs or an education, health and care plan is in line with the national average.
- There are no pupils attending alternative provision currently.

Information about this inspection

- Meetings took place with school leaders, teachers, members of the governing body and a school improvement partner.
- Discussions were held with pupils to gather their views on issues including safeguarding, bullying, behaviour, teaching, careers guidance and the curriculum.
- Inspectors examined a range of supporting documentation, such as the school's self-evaluation, the school's improvement plan, the school's assessment information, the school's pupil premium plan, minutes of governing body meetings, attendance and behaviour records and safeguarding documentation.
- Inspectors considered 59 responses to the Ofsted online pupil questionnaire, 38 responses to the Ofsted online parental questionnaire and 29 responses to the Ofsted online staff questionnaire.
- Inspectors conducted learning walks and lesson observations across a range of subjects and year groups. They were accompanied by school leaders on some of these lesson observations.
- Inspectors scrutinised the work in pupils' books by undertaking a work analysis with school leaders.

Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
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Tim Long	Ofsted Inspector
Mark Burgess	Ofsted Inspector

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