

Inspection of Hyde Community College

Old Road, Hyde, Cheshire SK14 4SP

Inspection dates: 1–2 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Pupils enjoy coming to school. They say that teachers listen to them. Pupils told us that they feel safe.

Pupils behave well around the school. Most pupils behave well in their lessons. They said that sometimes learning is disrupted by poor behaviour, but teachers deal with this well. Lunchtimes are noisy but friendly. There are a number of different social areas that pupils can use for playing football or sitting quietly with their friends.

Pupils work hard. They say that teachers help them to complete work to a high standard. Despite this, in English and in languages, many pupils are not challenged enough by the work that they are set.

Pupils take part in a wide range of clubs and activities. Pupils have won awards for volunteering in the local area. They support a number of local charities. On 'Hyde Activity Days', all pupils participate in off-site visits to interesting destinations. The school helps pupils to broaden their experiences and develop their independence and confidence.

There is an active pupil council. The parliament group finds out pupils' views about, and debates, current issues. Pupils develop an understanding of the way our democracy works.

What does the school do well and what does it need to do better?

Since the previous inspection, leaders have improved the school in many ways. Pupils have a positive approach to their learning. They listen carefully to their teachers. They ask questions and actively participate in the tasks set in class. Staff say that they feel well supported by leaders. They say that leaders take their well-being into consideration whenever changes are made.

Teachers think carefully about what pupils need to know in the subjects that they teach. Teachers organise learning so that it builds on what pupils already know. Teachers build in activities that help pupils to remember things that they have learned before.

Despite this, some teachers do not expect enough of pupils' learning. For example, in English, the books that teachers select for use in class are not demanding enough for many pupils. This means that these pupils are not helped to think beyond their own experiences or to achieve as well as they should.

In modern foreign languages, the curriculum is organised with Year 7 pupils sampling three different languages before deciding which to study in Years 8 and 9. Leaders have not planned this in a way that lets pupils build enough knowledge before they move into Year 8. This means that their learning in languages later on is harder. The curriculum in languages at key stage 3 is not ambitious enough.

Leaders want pupils to do well at school. GCSE results are improving. Pupils' progress is similar to that in most other schools. Disadvantaged pupils keep up with other pupils in the school. Pupils with special educational needs and/or disabilities (SEND) are well supported in their learning. Most pupils move on to their choice of further education.

Teachers have high expectations of pupils' behaviour. Pupils respect staff and each other. Pupils feel valued in the school. They say that it is 'OK to be different' and value the differences between people in the school. Pupils say that bullying rarely happens but is always dealt with well by staff.

Leaders have introduced a variety of different ways to help pupils to control their own behaviour. This has reduced the number of incidents that have led to temporary exclusion from school. The proportion of pupils who are excluded from school remains higher than the national average but is reducing quickly.

Pupils know that it is important not to be away from school. We saw several pupils proudly wearing their 100% attendance badges. Attendance has improved considerably since the last inspection. Most pupils attend well and few are regularly absent from school. Attendance is now in line with the national average.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what they must do to safeguard pupils. They make sure that this happens. Staff are well trained in their safeguarding duties. They know how to spot when a pupil is at risk. Leaders have made links with support agencies outside school so that these can quickly help pupils if the need arises.

Pupils are taught how to keep themselves safe. They are aware of the risks of social media. Pupils trust their teachers and say that there is always someone to talk to if they need help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders should ensure that the curriculum for modern foreign languages is at least as ambitious as the national curriculum. Pupils, particularly in Year 7, do not know enough about the languages they study to let them securely build on this knowledge in the future.
- Leaders should ensure that the resources that teachers select, including reading books in English, are chosen to be as ambitious as the curriculum itself. Unless this happens, pupils will not achieve as well as possible.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106268
Local authority	Tameside
Inspection number	10110887
Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,077
Appropriate authority	The governing body
Chair of governing body	Colin Foster
Headteacher	Andrea Radcliffe
Website	http://hydecommunitycollege.org.uk
Date of previous inspection	19–20 July 2017

Information about this school

- The school currently uses alternative provision at Active Tameside, Tameside College, SMS Coaching and Works 4 U to contribute to the education of a small number of pupils in key stage 4.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we spoke with pupils about their work and school life. We held meetings with senior leaders, governors, subject leaders and the school improvement partner from the local authority.
- We looked at documents. These included leaders' summary of the school's strengths and areas for improvement, and the school development plan. We examined information about pupils' attendance and behaviour.
- We considered the views expressed by parents and carers in the 60 responses to Ofsted's online survey, Parent View, as well as parents' comments received via the free-text facility on Parent View. We considered the 150 responses to a questionnaire for pupils and the 54 responses to a questionnaire for staff.

- We focused on English, history, music and modern foreign languages during the first day of the inspection. We met with subject leaders, visited lessons, spoke with pupils, met with teaching staff and looked at pupils' work. We considered wider aspects of the school later in the inspection.

Inspection team

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