

Inspection of a good school: Hinde House 2-16 School

Shiregreen Lane, Sheffield, South Yorkshire S5 6AG

Inspection dates:

23 and 24 September 2021

Outcome

Hinde House 2-16 School continues to be a good school.

What is it like to attend this school?

Pupils praise the school highly. Staff are dedicated to ensuring that pupils across all phases achieve their best academically. Pupils appreciate the extra lengths that staff go to to help them with their learning. However, occasionally, some pupils struggle to recall the subject-specific knowledge and skills that they have been taught.

Pupils benefit from a dynamic and encouraging atmosphere. They take part in a variety of cultural events, such as performance poetry. A wide range of leadership roles are available for pupils, for example peer mentors. Staff train pupils so that they can carry out these roles capably. One parent commented that her 'children had the chance to thrive' and had been 'highly aided by the support and encouragement of the school'. Many parents shared this appreciation of the school.

Pupils feel safe in school, commenting to inspectors that bullying is rare. They are clear about expectations for their behaviour and conduct. Pupils feel that staff treat them fairly. They are pleased that staff take the time to explain why behaving well is so important for their futures. Pupils told inspectors that staff never gave up on them.

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

Leaders are determined that the education they provide enables all pupils to fulfil their potential. To achieve this aim, they have prioritised developing the curriculum and teaching methods. As a result, pupils gain expertise in a broad range of academic, practical and vocational subjects. Pupils also develop the know-how to make a positive contribution to society. Leaders recognise that developments in pupils' education in the secondary phase are slightly ahead of those in primary. They have strong plans in place to rectify this.

Fewer pupils take the EBacc suite of academic GCSE qualifications than do nationally. Leaders have identified that the take-up of modern language GCSEs is especially low. To develop pupils' knowledge and interest in languages, leaders are giving pupils an earlier

start in modern languages. Secondary teachers are using their expertise to teach Spanish to primary pupils. The proportion of pupils opting to take Spanish GCSE is increasing.

Leaders and teachers have developed new approaches to assessment. Some aspects are positive, for example secondary pupils are given detailed feedback on how to improve their work in English. However, in some subjects, assessment tasks lack focus. They do not enable teachers to identify gaps in pupils' subject-specific knowledge. For instance, in history the curriculum does not always provide pupils with the subject-related knowledge they need to justify their opinions.

Children in early years make a good start. The early years curriculum focuses on developing children's language and communication. Teaching staff deliberately introduce children, including two-year-olds, to important words. They make sure that children hear these words used in different contexts. Children in Reception are taught how to hold a pencil correctly. They learn how to form the letters for the sounds that they know. In primary, phonics provision is effective. Pupils practise combining sounds to make words. They read books that are closely matched to their phonics knowledge.

Leaders and teachers have high ambitions for all, including pupils with special educational needs and/or disabilities (SEND). Special educational needs co-ordinators (SENCOs) ensure that extra help is closely matched to the individual's needs. For instance, targeted pupils in the secondary phase receive phonics help. Pupils with SEND follow the same curriculum as other pupils. Teachers and assistants provide the additional bespoke help in class for pupils who struggle. This enables them to acquire subject-related knowledge and skills.

Trustees know that a significant number of pupils have personal problems that affect their daily lives. They insist that the school prioritises helping pupils to overcome barriers to success. For example, life coaches work with targeted pupils. Leaders have also ensured that there is a strong programme for personal development. This programme is tailor-made so that matters that concern pupils are explored. The relationships and sex education element of the programme is strong. Pupils gain important knowledge about issues like sexual harassment. They have the chance to discuss sensitive topics. The personal development programme also introduces pupils to a range of aspirational careers.

Across the school, staff manage pupils' behaviour well, using agreed approaches. Relationships between staff and pupils are very positive. For example, staff greet pupils enthusiastically at the start of lessons. Pupils respond politely. There is a team of well-trained support staff on hand to ensure that any behaviour issues do not interrupt pupils' learning. Staff feel well supported by leaders in managing pupils' behaviour.

In discussion with the headteacher, the inspector agreed that developments in assessment, especially how teachers use assessment to identify subject-specific gaps, may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective. A large team of designated safeguarding leads and deputies work closely together, and with school leaders, to manage concerns. The team has strong expertise in safeguarding, as well as deep-rooted knowledge of the community that the school serves. Concerns are recorded and carefully monitored. Where necessary, the team makes referrals to local authority children's social services. The designated safeguarding leads keep a close eye on pupils they refer to ensure that they get the help and care they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects and phases, teachers give pupils complex assessment tasks that do not focus on specific knowledge and skills. This can prevent teachers from identifying gaps in knowledge. Teachers should break assessment tasks down more carefully. The use of effective ongoing formative assessment will help teachers to better check pupils' understanding of subject knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Hinde House 3-16 School, to be good in November 2012.

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 information from Ofsted Parent View 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 are the school and you are 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	139856
Local authority	Sheffield
Inspection number	10199868
Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	2 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1334
Appropriate authority	Board of trustees
Chair of trust	Mr David Drayson
Executive principal	Mrs Victoria Simcock
Website	www.hindehouse.net
Date of previous inspection	22 June 2016, under section 8 of the Education Act 2005

Information about this school

- Hinde House School has a site for the primary phase, which is one mile away from the site for the secondary phase. Each phase has its own principal, with the executive principal overseeing both phases.
- The proportion of pupils eligible for free school meals is well above national average, as is the proportion of pupils with SEND eligible for school support.
- The school now has provision on the primary site for two-year-olds. Two-year-olds attend either morning or afternoon sessions.
- The school uses the registered alternative provision, Pastways, for one pupil.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Meetings were held with the executive principal, primary and secondary principals, the SENCos from primary and secondary phases, the early years leader, three trustees, one of whom was the chair, along with the director of secondary education for the trust and

the trust's chief executive officer. A meeting was held with the local authority improvement partner. A telephone call was made to the chair of the academy advisory board.

- Meetings were also held with leaders responsible for careers education, the personal development programme and pupil leadership programmes.
- Inspectors met with three groups of pupils to discuss their experiences of school.
- Inspectors visited both sites, including the provision for two-year-olds, located on the primary site.
- Inspectors carried out deep dives in early reading and mathematics in the primary phase, English and science in the secondary phase, and history in both the primary and secondary phases. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed documentation relating to the school's curriculum, along with the school's own evaluation and its development plans. Inspectors also sampled education and healthcare plans for two pupils, as well as plans relating to the individual support the pupils required.
- Inspectors reviewed 99 responses to the staff survey and 61 responses to the pupil survey. Inspectors looked at 51 comments made by parents on free text in Parent View, as well as 96 responses to the Parent View survey .
- The single central record was checked. The inspector also reviewed records of safeguarding concerns and referrals. Meetings were held with the senior leader who oversees inclusion, who is a designated safeguarding lead, along with three deputy designated safeguarding leads.

Inspection team

Sarah Hubbard, lead inspector

Her Majesty's Inspector

Matthew Vellensworth

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Jean Watt

Her Majesty's Inspector

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