

Inspection of a good school: Hornsea School and Language College

Eastgate, Hornsea HU18 1DW

Inspection dates:

3 and 4 November 2021

Outcome

Hornsea School and Language College continues to be a good school.

What is it like to attend this school?

Leaders, staff and pupils are proud of this school. Leaders want all pupils to succeed in their studies. They also want to provide lots of opportunities beyond the national curriculum. Leaders offer plenty of extra-curricular activities. A very large number of pupils stay after the standard school day. They like taking part in sports, drama and other clubs.

Pupils enjoy coming to school. They behave well in lessons. They like the rewards teachers give them for behaving well. Teachers use the behaviour system consistently. This helps pupils focus on learning. Leaders make sure behaviour is good by supporting staff well.

Pupils say that bullying happens sometimes. It is usually name-calling when it happens. Pupils know how to report bullying. They know staff will fix any problems quickly.

Pupils respect each other and their teachers. They welcome pupils with different characteristics. Staff provide good support for pupils with special educational needs and/or disabilities (SEND).

Staff work hard to help pupils feel happy and safe. They offer good support if pupils need help.

Staff have supported pupils well during the COVID-19 pandemic. They have checked pupils' welfare and made every effort to help pupils continue their studies online, when needed.

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

Pupils achieve well. They study the full national curriculum in key stage 3. They select from a wide range of options in key stage 4 and the sixth form. Pupils study a language until the end of Year 11. This helps pupils to learn about other cultures. Staff encourage pupils to study the English Baccalaureate.

Teachers plan the curriculum with care. They break learning down into smaller stages. This helps pupils remember the information they need. Teachers know their subjects well. They explain ideas to pupils in a straightforward manner and check that pupils understand their learning. Teachers help pupils to catch up if they miss something or do not understand it. Some pupils said that teachers helped to make learning difficult mathematics easy. Over time, pupils solve more complex problems. The English curriculum is also planned well. Pupils learn to communicate well. They develop a good understanding of challenging literature.

Sometimes, the tasks teachers set can be too easy. They ask for short answers to simple questions. This prevents pupils from drawing together their learning. It can sometimes lead to pupils becoming distracted. Teachers should plan more demanding tasks in some subjects. The tasks should challenge pupils to think deeply about their learning.

Staff provide extra help for pupils who need to improve their reading. This helps all pupils to access the full curriculum.

There is an enhanced provision for pupils with autism spectrum disorder. These pupils receive excellent care and support, and staff tailor the curriculum to meet their needs. Pupils can attend normal lessons or work in smaller groups. Pupils and parents help make these decisions. Pupils with SEND study a broad curriculum. They make good progress from their starting points.

Pupils learn how to stay safe and healthy in life studies lessons. They understand how to look after their mental health. They learn about healthy relationships. Pupils know how to report concerns. They can seek help for themselves. They can report concerns about friends in confidence. Pupils study the same topics over time. The content is appropriate to pupils' age and needs.

Pupils learn about careers and higher education options. The careers curriculum starts in Year 7 and continues into the sixth form. Staff offer students opportunities to meet employers. Staff support sixth-form students with applications for university or employment. The COVID-19 pandemic restricted some activities last year. Staff offered guidance and support online, including virtual work experience for sixth-form students. These students follow pathways with links to enhanced careers advice, including on medical, legal, science, technology, engineering, mathematics and sports careers.

Leaders support staff well. Staff say that leaders 'roll up their sleeves' when they need help. Teachers like the school's behaviour system. They say that the system encourages all pupils to behave well. Leaders do not ask staff to complete unnecessary tasks. This helps teachers to focus on activities that matter most to learning.

Leaders want all pupils to complete their studies. They offer extra help when pupils experience difficulties in or out of school. They make decisions with pupils' best interests at heart.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make every effort to keep pupils safe. They check that all staff and visitors are suitable to work with children. Staff understand the risks of harm that pupils may face and how to report concerns. Designated staff seek help from other agencies when it is appropriate.

Pupils learn about risks and how to stay safe. Many talked about the 'Big Red Button', which they can use to report any concern online. They know that concerns can include online bullying, sexual violence or harassment. Pupils know that they can report concerns to a trusted adult. They also know staff will do everything they can to protect them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are times when teachers plan tasks that are not challenging enough. In these cases, the tasks encourage pupils to provide brief answers. They do not provide enough opportunities for pupils to consolidate their knowledge and think deeply. Leaders should provide training for staff to help them plan more challenging tasks. This will help pupils produce work of the highest quality.

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 evidence that a school would now receive a higher or lower grade, 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 school to be good in October 2010.

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	118082
Local authority	East Riding of Yorkshire
Inspection number	10199630
Type of school	Secondary Comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1169
Of which, number on roll in the sixth form	165
Appropriate authority	The governing body
Chair of governing body	Graham McDonald
Headteacher	Stephen Ostler
Website	www.hslc.co.uk
Date of previous inspection	23 February 2016, under Section 8 of the Education Act 2005

Information about this school

- Hornsea School and Language College serves pupils from ages 11 to 18. It is a community school.
- The school is based in the East Riding of Yorkshire local authority.
- There is an enhanced provision for 13 pupils with autism spectrum disorder.
- The school does not use any off-site provision.
- Hornsea School and Language College takes pupils from a wide catchment area, many of whom travel significant distances to attend.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors talked to leaders, teachers and governors. They asked about the curriculum and behaviour. Inspectors asked how staff help to keep pupils safe in school and at home. They asked pupils about how well staff deal with bullying.
- Inspectors reviewed documents, including curriculum plans and school policies.
- The lead inspector met governors to talk about their responsibilities. He also met a representative from the local authority.
- The inspection team analysed the responses to surveys. There were 90 responses from teachers, 137 from parents and 363 from pupils.
- The lead inspector talked to a parent on the telephone.
- Inspectors reviewed English, mathematics, languages and physical education in detail. They talked to curriculum leaders, teachers and pupils about their work. Inspectors visited lessons and looked at the work in pupils' books.
- Inspectors visited lessons in key stage 3, key stage 4 and the sixth form.
- Inspectors also visited lessons in drama, geography, history and science.
- The lead inspector visited the enhanced provision and talked to the special educational needs coordinator.
- Inspectors met pupils and leaders to talk about the wider curriculum. They investigated how pupils learn about staying safe and healthy. Inspectors asked about careers advice and guidance. They looked at the extra-curricular activities available and asked pupils whether they participated.
- The lead inspector reviewed patterns of entries for different qualifications and checked the records of pupils leaving or starting the school.

Inspection team

John McNally, lead inspector

Ofsted Inspector

Richard Jones

Her Majesty's Inspector

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