



# Hessle High School

## Inspection Report

**Unique Reference Number** 118074  
**Local Authority** East Riding of Yorkshire  
**Inspection number** 291013  
**Inspection dates** 31 January –1 February 2007  
**Reporting inspector** Cathryn Kirby HMI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Tranby House
<b>School category</b>	Community		Heads Lane, Hessle
<b>Age range of pupils</b>	11–18		East Yorkshire, HU13 0JQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 648604
<b>Number on roll (school)</b>	1456	<b>Fax number</b>	01482 643207
<b>Number on roll (6th form)</b>	208		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Ron Lithgow
		<b>Headteacher</b>	Mr David Rose
<b>Date of previous school inspection</b>	1 September 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–18	31 January –1 February 2007	291013

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## **Introduction**

The inspection was carried out by two of Her Majesty's inspectors and three Additional Inspectors.

## **Description of the school**

Hessle High school is a larger than average, split site school situated in the small town of Hessle to the west of Kingston-upon-Hull. Students come from a wide area containing pockets of significant social deprivation. The proportions of students from minority ethnic backgrounds or having English as an additional language are very low. The proportion of students with a statement of special educational need is average. The numbers with learning difficulties and/or disabilities is lower than in most schools. The uptake of free school meals is below average. In September 2003 the school was awarded specialist school status in science.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Hessle High school provides a calm and welcoming environment for its students. The caring ethos derives from good pastoral support and the positive relationships between students and their teachers. Attendance is above average, because students enjoy coming to school and for the most part see the relevance of their studies to their future success. The vast majority of parents are satisfied with the standard of education and care the school provides. At both sites behaviour around the school and in lessons is good. Students are courteous and polite to visitors. On entry to the school standards are broadly average, although there is some year-on-year variation.

Standards at Key Stages 3 and 4 rose in 2006 compared to the relatively static pattern of the previous three years. This improvement reflects the impact of the better use of assessment to identify underachievement, well-targeted intervention and curriculum developments at Key Stage 4 to better meet the needs of all students. Students speak positively about the wider choice of courses at Key Stage 4. They see the work-related courses as more relevant to their needs and attendance has improved as a consequence. The school appreciates the need to secure this upward trend. The popularity of the sixth form with students and parents is reflected in the high proportion of students progressing from Year 11 to Year 12. Good pastoral care is also a feature of this provision. Overall standards and achievement in Key Stage 5 are satisfactory with some marked variability between courses. The inclusive nature of the sixth form and the flexible entry policy has resulted in some mismatch between students' skills and abilities and their programmes of study. As a result, some young people do not make the progress they should. The school is aware of these shortcomings. Nevertheless, the majority of students are successful in progressing to employment, further or higher education.

The school has established beneficial links with partners. Membership of the East Riding South Consortium has extended choice for 16 to 18 year olds. Links with local primary schools, further consolidated since the school achieved specialist status, have been effective in supporting transition from Year 6 into Year 7. Provision for the students' personal development is also a strength. Students are prepared well to be responsible young citizens.

Teaching is satisfactory rather than good because the most effective classroom practice, identified through monitoring, is not shared as well as it could be. Some teachers do not make the best use of assessment information to provide challenge, particularly for the most able students.

The headteacher and senior staff have demonstrated that there is satisfactory capacity to drive improvement. The development of a whole-school assessment system has resulted in more effective use of additional learning support, the impact of which has been seen in the recent improvement in standards. Resources and teaching for developing the students' information and communication technology (ICT) skills have improved. However, other improvement work has been slow. The need to achieve consistency of approach in lessons and to share best practice, identified at the last

inspection, has yet to happen. Senior leaders have not ensured the outcomes of lesson monitoring translate into effective actions leading to a qualitative shift in teaching.

The specialist status in science has a beneficial impact on examination results in this subject. Its wider impact is felt across the school particularly through the lead taken by the science department in developing ICT as a resource to support learning across the school. The school has done well, given the constraints of the accommodation, to provide a pleasant learning environment. Increased numbers and limitations on space in communal areas mean that at lunchtime, for example, the facilities are inadequate to accommodate the numbers of students wishing to take school meals. Given the recent improvement in standards and no inadequacies in provision, the school provides satisfactory value for money.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

Learners have a positive view of the sixth form. Many are keen to participate in activities such as peer mentoring which enable them to take on responsibility. They appreciate and take advantage of the broad range of enrichment and extra-curricular activities available. Overall achievement and standards are satisfactory given the learners' starting points, although their rate of progress varies between courses and subjects. Standards are broadly average at A level, but are below that at AS level, where some learners are allowed to begin courses which are too demanding or otherwise not sufficiently well matched to their needs. Good relationships between teachers and learners are founded on mutual respect. Teaching and learning in the sixth form are satisfactory. Day-to-day management of this provision is satisfactory, but a lack of clarity around where the overall responsibility lies for leading improvement work is slowing progress in raising standards.

## **What the school should do to improve further**

- Make more effective use of assessment information to ensure all students, particularly the most able, receive adequate challenge in all lessons.
- Develop effective strategies to share best practice in the classroom as a mechanism to improve teaching and further raise standards.
- Ensure sixth form students are placed on the most appropriate course to match their skills and abilities to enable all of them to make at least satisfactory progress.
- Senior leaders need to ensure that the outcomes of monitoring activities inform actions which lead to demonstrable improvement in all areas of the school's work.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 3**

Standards at both key stages rose in 2006 to reflect the school's best ever performance in national curriculum tests and GCSE examinations. Students make satisfactory progress

overall between the ages of 11 and 16, although their rate of progress is more rapid in the earlier key stage.

Overall standards at Key Stage 3 were above average in 2006 and students made at least satisfactory and often good progress in core subjects. In English, mathematics and science, standards rose from below average in 2005 to substantially above average in 2006. At Key Stage 4 the proportion of students gaining five A\* to C grades, including English and mathematics, rose by 5% to 45%. That students made satisfactory progress between the ages of 14 and 16 is an improvement compared to the underachievement seen in previous years of many students in this age group.

## **Personal development and well-being**

**Grade: 2**

**Grade for sixth form: 2**

The vast majority of students enjoy school, behave well and have positive attitudes to learning. Their moral and social development is good. They have respect and consideration for others and this has ensured good relationships in the wider school community. Students feel safe knowing that the rare incidents of bullying are dealt with quickly and effectively. The school has developed effective strategies to deal with inappropriate behaviour and as a consequence, fixed-term exclusion has declined. Attendance is above average and shows an improving trend. School council members speak positively about their school and their work knowing that it can bring about change. Students' spiritual education is developed well through religious education lessons. The school has worked hard to encourage students to opt for more healthy lifestyles through extending the range of menu options and providing the opportunity to participate in additional sports activities after school. The Preparation for Working Life course for all Year 11 students complements work experience for all Key Stage 4 students. Productive links with local businesses enable students to develop skills that will equip them well in their future lives.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 3**

In almost all lessons good relationships between teachers and students create an atmosphere conducive to learning. Pockets of good practice exist across the school. Best practice is characterised by the skilful use of questioning to probe and extend students' thinking, brisk pace, interesting activities and some attempt to match work to students' capabilities, and checking students' learning against the lesson objectives. Some lessons, although satisfactory, lack enough of this good practice. Others are too teacher dominated, with students passive for too long and then engaged on mundane and repetitive tasks. Where teaching really stimulates and engages, students respond

with interest and enthusiasm, show they can work well collaboratively and display the capacity to produce high quality written, oral and practical work. Teachers have access to detailed assessment information about individual students. Best use is not made of this to plan lessons which provide challenging tasks for students at all levels.

## **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 3**

The Key Stage 3 curriculum is broad and balanced. In Year 7 the recently introduced 'Learning to Learn' programme has begun to develop students' thinking and basic study skills. The Key Stage 4 curriculum is becoming more flexible and inclusive. A number of new vocational programmes, better matched to the needs of some students, have been introduced in Key Stage 4, often through effective cooperation with local partnerships. For example the Advance course offers an alternative curriculum to engage some of the least motivated students. All students in Year 11 leave the school with a qualification in ICT. The school's specialist science status is reflected in the range of science courses offered, such as environmental science and alternatives to GCSE accreditation. The more able have the opportunity to study separate sciences. Students value the programme of enrichment activities which extends their experiences beyond the school day. However, their individual needs are not always routinely met by everyday lesson planning. There is a wide choice of activities on offer at lunchtimes and after school and these contribute to their enjoyment of school. Sixth form students are sometimes too passive in their attitudes to learning and the curriculum could do more to develop independent learning skills.

## **Care, guidance and support**

**Grade: 3**

**Grade for sixth form: 3**

Effective partnerships with outside agencies and strong pastoral support systems provide good care for all students particularly those who are vulnerable and those with learning difficulties and/or disabilities. Procedures relating to child protection are secure. Systems for risk assessment and ensuring safe working practice are thorough. Guidance on options and careers helps learners make informed decisions about the future. However, some students would benefit from better advice in choosing post-16 pathways best suited to their needs. Learners appreciate the individual support they receive. Students' progress is tracked closely. Those exceeding expectations are rewarded and underachieving students are supported. Students know their target grades, although the records of their progress are not used to meet individual needs in lessons as well as they could be. Links with partner institutions help smooth the transition at each stage.

## **Leadership and management**

**Grade: 3**

**Grade for sixth form: 3**

The headteacher has extended the senior leadership team and delegated greater responsibility for curriculum management to middle managers. He has wisely balanced increased responsibility with appropriate training to build management capacity. Subject leaders are responsible for evaluating the quality of provision in their areas, thereby informing the whole-school self-evaluation. However, monitoring of actions intended to improve provision has not been sufficiently robust to ensure the level of expectation placed on staff and students is consistently high across departments. This has slowed the pace of improvement since the last inspection. The school's self-evaluation has given senior leaders a fairly accurate view of provision. The school's development plan contains appropriate actions intended to raise standards further. The absence of success criteria or review milestones makes it difficult for the school to rigorously assess the progress of these actions over time. Actions from the previous development plan intended to achieve consistency in classroom practice through effective monitoring did not have the intended impact. Governance is satisfactory.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	3
<b>How well are learners cared for, guided and supported?</b>	3	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## Text from letter to pupils explaining the findings of the inspection

Hessle High School

Tranby House

Heads Lane

Hessle

East Yorkshire

HU13 0JQ

1 February 2007

Dear Students

Thank you for being so friendly and helpful when we came to inspect your school. We enjoyed talking to some of you and your teachers. This is a summary of what we found:

Your good behaviour, good attendance and positive attitudes contribute significantly to making Hessle High School a school to be proud of. Test and examination results improved in 2006 for 14 and 16 year olds. Many students reached their targets and some did better. Your teachers work hard to make sure lessons help you progress in your learning. Many of your lessons have interesting activities which help you to learn. However, in some lessons the work does not challenge the most able students as well as it could. School provides a broad range of courses and other activities and many of you take full advantage of the opportunities available.

Relationships between you and your teachers are good. Many of you appreciate the support you receive and understand that the school sees your welfare as a top priority. The sixth form is very popular and many students leave to go on to higher education, college and jobs locally. Sixth form students speak very highly of the support they receive and appreciate the efforts of their teachers. Some students in Year 12 choose to take courses that do not match their skills and abilities very well and so don't do as well as they might.

We have asked Mr Rose to help make Hessle High even better by:

- making sure that all lessons push the more able students a little harder - so that more of you gain high grades
- making sure that the really good teaching we observed is shared with all teachers so that everyone benefits from this best practice
- making sure that Year 12 students have the right qualifications for the courses they follow in the sixth form
- making sure that all the things school does to try and improve really do make a difference.

Best wishes

Cathy Kirby

Her Majesty's Inspector of Schools