

Hinde House 3-16 School

Inspection report

Unique Reference Number	107126
Local Authority	Sheffield
Inspection number	309321
Inspection dates	4–5 December 2007
Reporting inspector	Joan McKenna

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

Type of school	Middle deemed secondary
School category	Community
Age range of pupils	3–16
Gender of pupils	Mixed
Number on roll	
School	1200
Appropriate authority	The governing body
Chair	Mrs Mary Wheatley
Headteacher	Mr Chris French
Date of previous school inspection	13 October 2003
School address	Shiregreen Lane Sheffield South Yorkshire S5 6AG
Telephone number	0114 243 8486
Fax number	0114 243 6047

Age group	3-16
Inspection dates	4–5 December 2007
Inspection number	309321

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by five Additional Inspectors.

Description of the school

This school is very unusual in that its pupils are aged from 3 to 16. Around a quarter of pupils are in the primary phase and the rest are secondary students. The primary and secondary phases are located on different sites a short distance apart. Both phases have moved into brand new buildings within the last couple of years. The school serves a very disadvantaged part of the city. The proportion of students eligible for free school meals is very high, and the proportion with learning difficulties and/or disabilities is almost double the national average. Almost one third of students are from minority ethnic groups, and the proportion is rising. Many different ethnic heritages are represented and there has been a recent influx of pupils from Eastern Europe. Around one fifth of students speak English as an additional language and this is also increasing. A high proportion of students join or leave the school at other than the usual times, especially in the primary phase. Many of those joining the school are at an early stage of learning English.

The school has Specialist Engineering College status. It has achieved the Healthy Schools Mark, Sportsmark, Artsmark, the Sheffield Futures Careers Education and Guidance Qualitymark and the Quality in Study Support standard. A new headteacher took up post in April 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hinde House School is providing a satisfactory education for its students. Major challenges over recent years have included managing the move into two new buildings and staffing difficulties that have affected the quality of both teaching and middle leadership. As a result, students' achievement has been mixed and not consistently adequate. However, improvements are evident. The school is now ensuring that students' academic achievement is satisfactory and that they develop well personally. The new headteacher has brought a strong sense of direction and purpose which is beginning to escalate the rate of progress.

The attainment of students of all ages on entry to the school is generally extremely low. Standards by the time they leave remain very low compared to national averages, but there is a trend of improvement. Results in 2007 represented satisfactory achievement for the students concerned, with better progress made at Key Stage 3 than other key stages. The weak literacy skills of students of all ages limit their success, and this is particularly acute for students at early stages of speaking English. A good curriculum, designed to meet the very diverse needs of students, has been put in place. At Key Stages 1 and 2 a themed approach which links subjects together makes learning more relevant and interesting for students. At Key Stage 4 an increasingly wide range of vocational courses and options are now offered alongside academic routes to make sure that all students have an appropriate path to follow. Teaching across the school is satisfactory, although it is stronger in Key Stages 1 and 2 than in the rest of the school. Most teachers plan adequate lessons which enable students to make sound progress in their learning. There is some good teaching when clear explanations, interesting tasks and high levels of challenge promote greater enthusiasm and faster progress. However, there is not enough of this and the quality of teaching is too inconsistent, especially in the secondary phase. A main weakness is that some teachers do not use information about students' differing levels of attainment to ensure that work is adapted to meet the full range of needs within classes.

The engineering specialist status is having a positive impact on provision in both phases and within the local schools. There have been imaginative curriculum developments in relevant subjects; extra-curricular activities and themed days feature prominently and specialist teachers teach specific topics to younger pupils. Despite the raised profile of engineering, not all students yet see it as central to their educational experience and progress. This is because, while there is some good provision in the specialist areas, the initiative is not yet embedded in all subjects. It is therefore only partially effective in raising standards across the school. Specialist targets were met at Key Stage 3 in 2007, but not at Key Stage 4.

Students receive good care and support, especially individuals or groups who have particular needs or are vulnerable in any way. As a result, individuals of all ages develop positive personal qualities. They feel safe and secure and enjoy good relationships with adults. Most behave well and have positive attitudes towards learning. Older individuals in both phases are positive role models for younger ones. Students' progress is tracked and analysed regularly and thoroughly. Good use of this information is made by school managers. However, not enough use is made of it by some teachers on a regular basis to help meet students' needs in lessons, or give them detailed feedback on how to improve their work. The arrangements for supporting the development of students' literacy skills and enabling early stage English speakers to access the curriculum are not coordinated or effective enough.

The new headteacher has quickly ensured that all staff understand and share the absolute priority of raising standards and improving achievement. Informed by incisive analysis of data and accurate monitoring and evaluation, there has been frank and constructive debate leading to a common understanding of what needs to be done, greater acceptance of accountability and how progress should be measured, and a real commitment to school improvement. The impact is already evident, for example on students' attendance and behaviour. Senior leaders are effective, but the quality of middle leadership is inconsistent across the school, especially in the secondary phase. With the recent improvements and the stronger leadership and management arrangements in place the school is demonstrating good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 3

The Foundation Stage provides a safe and happy learning environment, and children's efforts and achievements are increasingly celebrated as they move through it. As a result, children feel secure, develop good relationships with adults and behave well. The quality of teaching is satisfactory. There is an appropriate balance between activities organised by teachers and those initiated by children themselves, especially in the indoor space, which aids learning. There are missed opportunities to promote literacy, however. For example, not all adults are equally skilled at questioning children and classroom displays are not always rich and stimulating enough. This restricts children's language development, especially for boys and children speaking little English. Teachers work closely with other adults to ensure that children are well cared for and supported, increasingly through the use of assessment to help them track how well children are doing. As a result, children make sound progress as they move through the Foundation Stage.

What the school should do to improve further

- Raise standards and accelerate progress across the school and especially at Key Stage 4.
- Improve the quality and consistency of teaching and learning, particularly in relation to setting suitable work for individual students and ensuring that all marking gives clear guidance on how to improve.
- Improve the quality and consistency of middle leadership so that this has a greater impact on improving standards and achievement.
- Ensure that strategies for promoting students' language development and literacy skills are coordinated to maximise their impact on the progress of all students, including those at early stages of speaking English.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Although children achieve satisfactorily from their low base on entry to the Foundation Stage, standards by the time children enter Year 1 are still low in relation to national expectations. Compared with national averages, standards are also very low across the school as a whole. There was an improvement at most key stages in 2007, and at Key Stage 1 standards rose to be below average. This was largely due to an increase in writing scores. The rise in standards

reflected better achievement for students in all key stages than in the previous year, and this trend is continuing. Achievement is better at Key Stage 3 and less good at Key Stage 4 than in other key stages. Achievement in different subjects in the secondary phase is very variable, reflecting differences in the quality of teaching and leadership of departments. Students' literacy skills are particularly weak, and, although they make satisfactory gains during their time in school, this nevertheless holds back their rate of progress in other subjects. This particularly affects boys and students at early stages of speaking English. Students with learning difficulties and/or disabilities make satisfactory progress overall, although more could be done to ensure their needs are better met in lessons.

Personal development and well-being

Grade: 2

Students' relationships with each other and with adults are good, especially given their very diverse backgrounds and the fact that new students are regularly joining the school. Most students behave well in lessons, although there is a minority for whom this is not always the case. Movement around the school is mainly calm and orderly, with just a very small number in the secondary phase occasionally being somewhat boisterous. Most students are very willing to learn and display positive attitudes in lessons, although some, particularly in the secondary phase, have a tendency to be passive. Occasionally, real enjoyment is evident, such as in the primary singing assembly. Attendance is below the national average but has improved significantly over the last two years. Students' spiritual, moral, social and cultural development is good, especially pupils in the primary phase. Students feel secure and say that incidents of bullying in school are rare and dealt with effectively. They understand the importance of adopting healthy lifestyles. Students contribute well to the school and to the wider community, through, for example, acting as buddies and mentors and 'ambassadors' for the school. Individuals play an important role in decision-making in separate primary and secondary school councils. Through work-based activities and links with the business world, students acquire skills which help prepare them for their future economic well-being, but their basic skills are a weakness.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall and is strongest in Key Stages 1 and 2. Within the secondary phase, in particular, it is inconsistent and there is not enough teaching that is good or better. Teachers in both phases usually know what they want individuals to learn in a lesson, plan an appropriate range of activities, give the class as a whole clear explanation and give specific support to individuals. Individuals generally respond well to this and work hard. In the best lessons, teachers have high expectations of students and set interesting tasks which engage and challenge them so that they enjoy their learning and achieve well. There are several common weaknesses in teaching. Some teachers do not make enough use of information about students' prior learning to make sure tasks meet their individual needs. This can result in students of widely different levels of ability or understanding of English being given identical work. Activities do not always require students to be actively enough involved which encourages them to be passive learners. Students normally work hard despite this, but very occasionally it results in poor behaviour which is not always well managed. The assessment of pupils' work in the primary phase, including marking, is generally good. Teachers celebrate achievements in a

variety of ways, promote self-assessment and provide pupils with their next steps in learning. In the secondary phase there is some good practice emerging, for example using the ends of lessons for students to identify what they fully understand and areas they still have difficulty with. However, the practice is variable and students are not given enough information on how to improve their work through marking.

Curriculum and other activities

Grade: 2

The curriculum across the school is good. The primary curriculum, designed to develop pupils' skills through interesting topics, engages pupils and promotes their enjoyment of learning. Primary age pupils benefit from having access to specialist teachers in a range of subjects from the secondary school. The Key Stage 4 curriculum has been developed since the last inspection and is now much better suited to meet the needs, interests and aspirations of the vast majority of students, including older students at risk of disengaging with learning. Progression routes are well established, with most students moving into employment, education or training at the end of Year 11. Arrangements for promoting students' language development and literacy skills are not closely enough linked, however, and this limits their effectiveness, adversely affecting students who speak English as an additional language, in particular. There is a good range and take up of enrichment activities on offer in both phases, particularly for sport and the creative arts, and, for older students, the Duke of Edinburgh Award Scheme. Both new buildings provide exceptionally good environments and facilities for learning.

Care, guidance and support

Grade: 2

Staff work effectively as a team to provide good pastoral care and overcome barriers to students' learning. Child protection and risk assessment procedures are in place, including checks on the suitability of all adults who work in the school. There is extensive liaison with external agencies to support students with specific needs and high quality help is given to vulnerable students. Students with learning difficulties and/or disabilities receive helpful specific support, but their needs are less well met in lessons. In the primary phase staff work hard to involve parents and carers in their children's learning, and throughout the school parents are very well informed through the prospectus and newsletters. Only a small number of parents returned questionnaires during the inspection, but most of these expressed positive views, especially of the primary phase. There is a strong system for transition from primary school, capitalising on the benefits of being a 3-16 school. Guidance for options in Key Stage 4 and for post-16 is good, building on the school's strong links with external agencies, such as the careers service and the local business community, to enable students to make informed choices. Good systems exist for regularly tracking students' progress. The information gained is used well by senior leaders to inform their work, but is not used sufficiently by some teachers on a more practical level, for example to inform lesson planning.

Leadership and management

Grade: 3

In a short time the headteacher has very successfully refocused the work of the school on raising standards and improving achievement. He has been careful to sound opinion and delegate responsibility so that all have felt engaged in the process. There is an extremely accurate view

of the school's strengths and weaknesses. Strategies to bring about improvement are crystal clear. Communication of what this entails for teachers and managers is of high quality, and driven by a precise and well prioritised development plan and challenging targets. Evaluation of teaching pulls no punches, with weaker teaching now being rigorously tackled. The quality of middle leadership remains too variable, with some limitations even in the primary phase where it is stronger overall. The monitoring of the impact of some provision, including that for students who speak English as an additional language, and of the specialist school initiative, is not sufficiently related to achievement in lessons. As a result, there are variations in the rates of students' progress. However, much has been achieved quickly and plans for the way ahead are ambitious but clear. The governing body is keen and supportive, and appreciative of the full and frank information which informs their work. Despite a number of recent personnel changes, they are beginning to ask the sort of questions necessary to aid the school's development. Finance is well managed both in terms of checking positions and trends and in planning and prioritising development. Given the progress students make, the school provides sound value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

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

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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
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

Inspection of Hinde House 3-16 School, Sheffield, S5 6AG

As you know your school was inspected recently and this letter is to inform you about the results of the inspection. However, first I would like to thank you on behalf of the inspection team for talking with us during our visit.

Your school is giving you a satisfactory quality of education. It provides you with good care and support, especially those of you who need extra help. The curriculum is good and has been developed well to make it more interesting and meet your needs better. You enjoy the good range of activities provided for you outside of the classroom. You get on well with each other and with your teachers and most of you do what teachers ask you to in lessons. Your behaviour is satisfactory overall.

You are making satisfactory progress in lessons and during your time in school, although many students do not yet reach the standards expected of 16-year-olds by the time they leave. The teaching you receive is satisfactory, but it is variable in quality, especially for students in the secondary phase. We have asked the school to make sure that it helps you achieve better and reach higher standards, and to improve teaching. We have asked teachers to use information about how you are progressing to set work at the right degree of difficulty for each of you, and give you specific guidance on how to improve your work, for example when they mark it. We have also asked the school to make sure that all of the work it is doing to help those of you that speak English as an additional language is coordinated, so it is as effective as possible.

Your new headteacher is leading the school well and has made sure that everyone is working hard to improve the school for you. Some teachers who have responsibilities for different areas are improving things well, but not all areas are equally effective. We have asked the school to improve this aspect, too.

You can help the leaders and teachers in your school by becoming more involved in lessons and responding to the guidance they give you on how to improve your work, and by making sure that you attend regularly and behave well.

I hope you continue to enjoy school. I wish you and your teachers all the best for the future.