

# Hornsea School and Language College

Inspection report

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<b>Unique Reference Number</b>	118082
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	312804
<b>Inspection dates</b>	10–11 April 2008
<b>Reporting inspector</b>	Tanya Harber Stuart HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	1252
6th form	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Caroline Elliott
<b>Headteacher</b>	Mr Steve Lawrence
<b>Date of previous school inspection</b>	1 January 2005
<b>School address</b>	Eastgate Hornsea East Yorkshire HU18 1DW
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<b>Age group</b>	11-18
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Hornsea School and Language College is a larger than average comprehensive school. It is situated in the coastal town of Hornsea. The overwhelming majority of students are of White British Heritage and speak English as their first language. The percentage of students entitled to a free school meal is much lower than the national average. The percentage of students who have learning difficulties and/or disabilities is broadly in line with the national average; however, the percentage of students who have a statement of special educational need is higher than the national average. The percentage of students who join or leave the school other than at the normal times is much higher than average.

Hornsea School is a specialist language college and an Investor in People. The school holds the Healthy Schools award and the Financial Management Standard. The school is a mentor school for the Specialist Schools and Academies Trust and is a full service extended school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Hornsea School and Language College is a good school. The good education provided is enhanced by the care and support given to the students. The leadership and management are rightly proud of the inclusive nature of the school. The 'Solutions Unit', a concern at the last inspection, now exemplifies the inclusiveness of the school and provides a good education for the school's most vulnerable students.

Students achieve well at the school. This is because of the good teaching and learning and the range of well-thought-through initiatives to improve achievement. Students' progress is rigorously monitored through the whole school target setting system. However, the data generated is not always used to ensure that lessons meet the needs and interests of all learners. This means that a minority of students are not always fully engaged in their lessons, especially at Key Stage 3, which can lead to disruption.

The curriculum is good and the needs of the students are well catered for. At Key Stage 3 the 'nurture group' provides good support to students with low level literacy and numeracy skills. The vocational courses provided meet the local needs of the community. The 'flexible friday', when Year 7 study environmental issues, is an example of the school catering to the needs and interests of the students and covering the required curriculum in an innovative and exciting way. The specialist languages status has enhanced the curriculum through 'enterprise days' and the provision of languages such as Italian.

The school's safeguarding procedures meet requirements and students say they feel safe. Behaviour in the school is satisfactory. A small minority of parents expressed concern about low level disruption in lessons. The inspectors agreed with this concern when the work set did not engage or interest the students. The school council is beginning to play a more active role in the school; for example, they developed the highly effective lunch time pre-ordering system. The pastoral care and support provided is good. However, the academic guidance given to the students through day-to-day marking and feedback is less effective. This means some students are not aware of what they have to do to improve their work and this hinders their learning.

Leadership and management are good. Effective self-evaluation and a considered development plan mean staff are aware of planned changes. However, the monitoring of teaching and learning does not always lead to improvements in students' learning. The governors are fully aware of what is happening in the school; they both support and challenge the leadership and management. Given the good improvements made since the last inspection and the good achievement of the vast majority of the students, the capacity to improve is good.

## Effectiveness of the sixth form

### Grade: 2

The quality of education provided in the sixth form is good and improving. From average and sometimes below average starting points, students make satisfactory progress in their first year in the sixth form. This rate of progress accelerates in Year 13 and students achieve well, reaching at least average standards when they leave. Retention rates are good and the sixth form provides good value for money.

Students achieve best in business studies, drama, geography, media studies, philosophy and sociology. Students achieve well because teaching and learning are consistently good. Most lessons are conducted at a brisk pace, in an atmosphere of mutual respect and trust, by

knowledgeable teachers who know their students well. In a minority of lessons the pace of learning, although not less than satisfactory, is slower. This is often because either the teaching methods and resources do not engage students' interest or because the students find the courses too demanding.

Students enjoy being in the sixth form. They have mature attitudes to learning and are very appreciative of the high quality personal support and guidance they receive. Students' progress is tracked carefully. Individual learning plans, termly reviews and one-to-one mentoring help students to achieve their goals, and good support is provided for those who do not reach their targets. Vulnerable students are particularly well supported. A good range of academic and vocational courses meets students' needs well. The school's specialist language college status, and its links with partner schools and organisations, has enriched the curriculum and increased opportunities for students to visit places of interest both in the UK and abroad. For example, students are able to complete work shadowing in France. Leadership and management of the sixth form are good. Decisive leadership and good staff teamwork are leading to significant improvements in the achievement of sixth form students. These young adults leave Hornsea sixth form well prepared for their future roles as both students and citizens.

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

- Improve the use of assessment data so lessons engage and interest all students, especially at Key Stage 3.
- Develop a consistent and coherent approach to day-to-day marking and assessment so students are aware of what they have to do to improve their work.
- Systematically, and rigorously, monitor the learning in lessons and share good practice to ensure satisfactory lessons are improved.

## **Achievement and standards**

**Grade: 2**

**Grade for sixth form: 2**

Students achieve well in their five years in the main school. Although students only make satisfactory progress in Key Stage 3, students make much better progress in Key Stage 4. This is because of the better teaching at Key Stage 4 and the initiatives the school has put in place to raise achievement. Students join Year 7 with broadly average attainment in English, mathematics and science. Standards reached at the end of Year 9 are broadly average in English, mathematics and science but in 2007 a smaller proportion of students achieved the higher levels in English. GCSE results in 2007 were similar to those of the previous two years. They were broadly average but represented good achievement when compared to students from similar backgrounds across the country as a whole. All groups of pupils do equally well in their examinations. The success the school has with the large number of students who join later than the beginning of Year 7 is a strength. Often, these students have been excluded from other schools.

There is clear evidence to show that several successful initiatives are helping to raise standards further. Accurate and regular tracking of students' academic performance shows that initiatives such as revision sessions, GCSE coursework sessions and intervention at the grade C/D borderline at GCSE are improving achievement. Lesson observations during the inspection confirm the school's claim that standards are rising in Years 10 and 11. Early entry results support this, as

almost half of the students in Year 11 already have GCSE passes at grade C or above in a number of subjects.

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

**Grade: 2**

**Grade for sixth form: 2**

Students' personal development and well-being are good. Their moral, social and cultural development are good but their spiritual development is weaker. Students show a good awareness of healthy living. Many have a healthy meal at lunchtime and the number increased as a result of the school council's involvement in improving arrangements to widen choice. Students take part with enthusiasm in a wide range of physical activities, both during and after school. Many are passionate about the 'rock challenge' dance activity which also fosters good social development. Students say they greatly enjoy school and place a high value on the friendships they make and the support of the staff. Attendance is good and new arrangements to enlist parents' support means it is improving. Considerate and safe conduct is evident in practical lessons and throughout the communal parts of the school such as in the halls, corridors and yard. Most students are attentive and willingly participate fully in lessons. Nevertheless, in a few lessons a minority show bad-manners and disrupt learning by talking instead of listening to their teachers and classmates. Students make a good contribution to the school community; for example, the gardening club are rightly proud of their role in enhancing the grounds. Students show sensitivity and concern for the world around them. They willingly work to support worthy causes in their locality such as the inshore lifeboat, and give aid to disadvantaged communities overseas. Students' good social skills and well developed competencies in literacy, numeracy and information and communication technology (ICT) successfully prepare them for their future well-being.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Overall, teaching and learning are good. However, they are better in Key Stage 4 than in Key Stage 3. The specialist status has enhanced teaching and learning through the development of resources and ways of teaching. Lessons are well planned and there are good relationships between the staff and the students. In the best lessons, students clearly understand what they are learning. Assessment data is used well to set challenging work which builds on the students' previous learning. Good questioning by staff develops the students' knowledge and understanding of the work and often links to examination work. In these lessons, staff are fully aware of the different needs of the students, especially those with learning difficulties and/or disabilities and a variety of activities meet those needs. Good routines ensure students are safe. Staff regularly check what the students have learnt and the students make at least good progress.

In less effective lessons, the pace of the lesson is slower and the students make less progress. In many of these lessons, the more able students are not catered for. Although exemplary practice was seen in art and ICT, marking is inconsistent. Staff mark the books but the marking does not always inform the students about what they have to do to improve.

## **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 2**

The inclusive and flexible curriculum is regularly reviewed in response to students' needs. Students who have weak basic skills benefit from intensive support for literacy and numeracy within a small 'nurture group'. Nearly all students gain a qualification in ICT by the end of Year 9. 'Flexible Fridays' allow students to develop creativity and problem solving skills through a cross-curricular approach to broad themes such as global warming. In Years 10 and 11, students are free to choose their preferred combination of academic and vocational courses. Good links with local colleges allow those who want a more work related curriculum to follow vocational courses well matched to the local economy. A comprehensive personal, social and health education programme is effective in developing students' capacity to lead healthy and safe lifestyles.

The specialist status has promoted language teaching in local primary schools. This enables students to take French GCSE in Year 10. Students also have the opportunity to study two languages throughout the school and participate in an outstanding range of international links and visits. The extended school provision offers a very good range of lunch-time and after-school activities. These are well attended and make a positive contribution to students' enjoyment and personal development.

Opportunities for students to develop literacy, numeracy and particularly ICT skills however are not systematically set out in curriculum plans. Gifted and talented students benefit from a good enrichment programme but are not consistently well catered for in subject planning.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 2**

Members of the 'student support' team provide high quality, and specialised, in-house support and work closely with other pastoral staff. The systems that underpin this support work well because of the commitment and dedication of all to creating a fully inclusive school. Some of the vulnerable students spoken to during the inspection were clear that the outstanding support they receive gives them the confidence to participate fully in all aspects of school life.

Students are well supervised at break and lunchtimes. Arrangements for health and safety, including risk assessments are in place. Procedures for safeguarding and child protection meet requirements and are reviewed regularly. Consequently, students feel that the school offers a safe and welcoming environment in which they can thrive. The provision of an on-site isolation unit has reduced exclusions.

Good links with primary schools ensure students entering Year 7 settle quickly and this is appreciated by parents. Students in Year 9 are given helpful guidance about option choices because teachers have a very good understanding of their abilities and aspirations. Comprehensive careers advice ensures that Year 11 students make well informed choices about the next phase of their education. Students from other schools are assimilated quickly.

Regular and accurate assessment and termly review days mean that pupils are well informed about their progress. However, those who are underperforming do not always receive adequate

subject-specific guidance about how to close the gap between their current and target level or grade. This is especially so in Key Stage 3.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

Leadership and management are good. The school runs smoothly on a day-to-day basis and the atmosphere for learning is generally good, particularly in Years 10 and 11. The school's cycle of self-evaluation is good and generates an annual list of suitable priorities for development. Some of the resulting initiatives have been successful in raising attainment and improving achievement. The specialist school programme is managed well, helps to raise standards, and provides many extra opportunities for students. Governors are effective, well informed and routinely challenge the school if they think that further improvements can be made. However, although lessons are monitored, the system is insufficiently rigorous in identifying and rectifying areas where students are restless and the pace of learning slows.

Managers have been very successful in changing the culture of the school to one where students are keen to learn and value achievement. Consequently, standards are rising and staff morale is good. Middle managers are very positive about the amount of support and guidance they receive from the senior team. A measure of the positive atmosphere which pervades the school is the large amount of time that teachers are prepared to devote outside the school day to providing extra activities and support for students. Following a difficult period, where the school's finances were reduced by a considerable number of pupils leaving, the resultant financial deficit is reducing through good financial planning. The progress the school has made and the plans in place show the school is providing good value for money.



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## Annex A

## Inspection judgements

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

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

### Achievement and standards

How well do learners achieve?	2	2
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	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	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	2	
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	2	

### The quality of provision

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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
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**

14 April 2008

Dear Students

Inspection of Hornsea School and Language College, East Riding of Yorkshire, HU18 1DW

Thank you for welcoming us to your school during its recent Ofsted inspection. We were delighted that so many of you spoke to us, both informally, and formally in meetings. Many of your parents completed a questionnaire and this meant we were able to take their views, as well as yours, into account.

Hornsea School and Language College provides you with a good education. The pastoral support you are given is good and this, combined with the good teaching, means you achieve well. However, some of you do not behave well in all your lessons. This means you are disrupting the learning of others. You can help to improve Hornsea by paying attention at all times. You are involved in developing your school through the school council and you appreciate their work in extending the range of food available at lunchtimes. You also enjoy the many social and physical activities available.

In the sixth form you achieve well. You are mature, responsible young adults who appreciate the support and guidance you receive. You especially appreciate the opportunities you have to visit places of interest.

I have asked the governors and staff to improve the school by:

- planning lessons which are interesting and engage you, especially at Key Stage 3
- developing the marking of your work so you know what you need to do to improve
- monitoring your learning in lessons.

I wish you well for the future.

Tanya Harber Stuart

Her Majesty's Inspector