

# Hayle Community School

## Inspection report

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<b>Unique Reference Number</b>	112065
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337834
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Janet Simms

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>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	720
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr T Eddy
<b>Headteacher</b>	Mrs C Jackman
<b>Date of previous school inspection</b>	3 June 2001
<b>School address</b>	High Lanes Hayle Cornwall TR27 4DN
<b>Telephone number</b>	01736 753009
<b>Fax number</b>	01736 752687
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## Introduction

This inspection was carried out by four additional inspectors. They spent the very large majority of the time in school looking at learning. They observed 35 lessons or parts of lessons in addition to 'drop-in' visits, and 34 teachers. They held meetings with the headteacher and other senior leaders, with subject coordinators and other staff. They spoke with students, governors and a representative from the school's business partnerships. Inspectors observed the school's work and looked at much school documentation, including development planning, student assessment and tracking records, documents related to safeguarding, particularly that of vulnerable students, attendance data and records of the monitoring of teaching. They also scrutinised 258 questionnaires from parents and carers and other questionnaires from staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- standards and achievement for students currently in the school, particularly Year 11 and Year 10
- whether the quality of provision, especially of teaching, is leading to progress which is good, as the school claims
- whether senior staff's monitoring and evaluation of teaching are focused on how to improve students' progress.

## Information about the school

This is a smaller-than-average secondary school with a long-standing first specialism in languages. It was awarded a second specialism in Business and Enterprise in 2008. Very few students are from minority ethnic backgrounds, or speak a language other than English as their native language. Amongst the awards it holds are Investors in Business Partnership, Business Language Champions and European Language awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Students achieve well here. They benefit significantly from their rich range of experience through the school's extensive provision for languages. This is increasingly imaginatively linked with business and enterprise, aspects which are particularly important given the school's geographical location. The impact of the school's provision is greatly enhanced by outstanding collaborative links with a huge number of partners in its own community and overseas. Lessons throughout the curriculum are frequently enlivened by planned and incidental use of foreign languages. Awareness and celebration of other cultures pervade the school, through displays and broadcast music for instance. These contribute well to students' good personal development, especially to aspects of their social, moral, spiritual and cultural understanding. They also contribute significantly to good community cohesion at international and local levels and provide a wealth of opportunities for students to contribute effectively to various communities.

The trend of improvement in Year 11 results continues, despite significant staffing difficulties in key subjects such as English and modern languages. These are now resolved, but had an impact on recent results in these subjects. Students are achieving well against the challenging targets set for them. The current Year 11, whose entry standards were below average, are on track to achieve GCSE A\*-C results including English and mathematics which match the national average this year. In some subjects, students greatly exceed expectations and managers have clearly identified those where they do not achieve so well. Good tracking ensures that planned interventions occur to help students whose progress flags. These mostly succeed in getting them back on track, particularly in English and mathematics. There is excellent practice in using assessment to match work to students' needs, but the school recognises that this is not consistent across all areas. Younger year groups entered the school with higher standards and they too are doing well.

Good teaching and a rich curriculum combined with good leadership, management and governance lie at the heart of students' good progress and underpin the good capacity for the school to continue to move forward. Rigorous self-evaluation has prioritised improvements needed. For instance, in the context of predominantly good, often outstanding behaviour, senior staff have identified the need to improve the conduct of a very small minority of students. This is not always managed firmly enough. Students are safe because the school has secure safeguarding procedures and staff deal well with potential risk. These and other aspects of pastoral care, particularly for vulnerable students, are good so their self-esteem and confidence develop well. Very good teaching liaison with primary schools, particularly through languages, helps students to settle into

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the school quickly and comfortably.

## What does the school need to do to improve further?

- Eliminate inconsistencies in students' attainment and progress in different subjects.
- Embed the best practice in teaching observed in many lessons, across the whole school, particularly as it relates to:
  - teachers' management of disruptive behaviour in the very small minority of lessons affected
  - the use of assessment information and data to promote better learning through providing work more finely matched to all students' needs.

## Outcomes for individuals and groups of pupils

2

Students are attentive, well behaved and responsive in the vast majority of lessons, rising to teachers' high expectations and appreciating their hard work in planning and preparing interesting, varied experiences. This leads to good learning and progress. Students with special educational needs and/or disabilities achieve as well as others, often helped by carefully targeted small-group support. Such good provision and progress were observed in the area called the 'Learning Zone'. In a Year 8 information and communication technology lesson about animation, students' excellent behaviour and keen sense of enjoyment were in response to teaching which took careful account of their differing experiences with the program. More able students rose willingly to higher challenges and all achieved very well. In a Year 10 vocational lesson about animal care, the teacher's very good subject knowledge, clear presentation and good questioning met with an excellent response, so students answered thoughtfully and progressed well. An outstanding Spanish lesson showed Year 7 students engrossed in an enjoyable activity categorising the gender of nouns, which promoted excellent learning. Students develop a good balance of working independently, as Year 11 did in an art lesson preparing for their examination, and very effective group collaboration, seen in a Year 10 drama lesson. On occasions, such as a Year 10 art lesson, students maintained good interest and attention even when a lesson introduction was too long. Lesson outcomes are sometimes compromised by disruption, but these instances are rare and overall behaviour in school is good. The school has successfully reduced absences, particularly the incidence of persistent absence, and attendance is average. This, together with secure key skills when they leave, provides a secure foundation for students' future education and working lives.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Staffing is now stable in subjects such as English and languages, so achievement is improving because teaching is better. In humanities, where results have been weaker, good teaching is now leading to better progress. Outstanding teaching was seen across a number of subjects, providing the potential to model this good practice to improve achievement further. Teachers generally use assessment well, planning work effectively to match students' needs. This is not quite consistent however, so in some lessons, such as Year 7 personal, social and health education, some less able students and the few with English as an additional language struggled to keep up. Most students know their targets and how they can improve because teachers continually assess their learning and provide informative feedback. In a few lessons, Year 8 history for instance, some students were less clear about this. Motivation, attendance, behaviour and interest in learning are significantly influenced by a rich curriculum which offers a wide range of vocational and academic opportunity in school and in conjunction with partners. Extra-curricular activities, in the optional 'Period 7' and more extensively, provide wide additional experience, particularly in the specialist areas, but including sports, fitness and the arts. The recently opened on-site 'Crayon' health centre provides very useful opportunities for students to acquire confidential and other support through adult- or self-referral.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school has maintained its strengths from the last inspection and added others such as strong business and enterprise activities. There is an ethos of commitment to opportunity for all to achieve equally well, and to safeguard all interests equally. Members of the newly extended senior leadership team are settling into their roles and provide the school with good capacity to sustain further improvements. Staff morale is high and senior leaders' drive towards improvement is widely shared. The school's particular emphases on using foreign languages actively in the curriculum, and including business aspects across all subjects, are becoming well embedded and linking together very naturally. This helps promote good community cohesion. Teaching and learning are well monitored and evaluated, focusing properly on students' progress and achievement, with the result that progress in weaker areas has improved. The governing body supports the school well and challenges managers effectively about its performance. They are deeply involved in developing the excellent range of partnerships which so greatly enhance students' learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

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## Views of parents and carers

The very large majority of parents and carers are happy with their children's experience at the school. There were several positive comments about how happy students are here and how helpful staff have been with any issues. Several commented that teaching is providing encouragement and creating enthusiastic responses from their children. The greatest concern amongst the questionnaire responses was the impact of unacceptable behaviour, particularly about inconsistent management of this in lessons, and bullying. Inspectors discussed this at length with staff and with students, as well as observing lessons. Inspectors and staff agree that in a very small minority of lessons, behaviour does disturb learning. However, in the very large majority of lessons, students' behaviour is good or excellent, leading to good attitudes and learning. With newly allocated management responsibilities amongst the senior team, greater focus is placed on improving the management of challenging behaviour. Effective procedures currently exist for teachers to 'exclude' such students from lessons internally to an Inclusion room. Students were observed there, where protocols are very strict. Staff acknowledge that this does not fully resolve all issues, however. They pointed to their own surveys where parents and students express much less concern than shown in this sample and to the fact that a proportion of reported misbehaviour occurs on the way to or from school. The school has agreed to review the impact of its procedures for managing bullying and behaviour. The balance of other comments reflected the percentages reported in the survey below.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hayle Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 258 completed questionnaires by the end of the on-site inspection. In total, there are 720 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	22	149	58	38	15	7	3
The school keeps my child safe	51	20	188	73	15	6	3	1
The school informs me about my child's progress	68	26	159	62	19	7	5	2
My child is making enough progress at this school	48	19	162	63	33	13	4	2
The teaching is good at this school	34	13	177	69	22	9	4	2
The school helps me to support my child's learning	31	12	158	61	48	19	7	3
The school helps my child to have a healthy lifestyle	20	8	167	65	46	18	5	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	16	168	65	22	9	6	2
The school meets my child's particular needs	39	15	163	63	31	12	9	3
The school deals effectively with unacceptable behaviour	40	16	117	45	60	23	25	10
The school takes account of my suggestions and concerns	32	12	133	52	49	19	15	6
The school is led and managed effectively	35	14	155	60	38	15	11	4
Overall, I am happy with my child's experience at this school	44	17	171	66	22	9	11	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 February 2010

Dear Students

Inspection of Hayle Community School, Hayle TR27 4DN

Thank you for welcoming us to your school when we came for the inspection. It was a pleasure to be there and to be in your lessons, to talk to you and to look at your work. I am writing to tell you the main things we found out. Yours is a good school, with similar strengths to those found at its last inspection. We were pleased to see how well you use your languages, not only in language lessons but many others. The school has developed other strengths, particularly in your experience and understanding of business and enterprise. We felt the ways in which the school links languages and business together in your curriculum is very helpful for you.

In such a short time in school, we look at specific things which the school knows about. In this case, we looked in particular at your progress in lessons and we found this to be good, as the school says. It has not been so good in English and languages lately because of staffing difficulties, but now that these have been resolved, your progress is better. You do not yet progress equally well in all subjects, however, so we have asked the school to make sure you do. We also looked at whether teaching is good and provides the type of work and the information you need to make good progress. We found that it is in most cases, but not always, so we have asked staff to improve those areas where these things are less helpful. Most teaching is good and some is outstanding, so you learn well.

We investigated your concerns in the questionnaire about behaviour, but found most to be good or outstanding. In a few lessons, disruptive behaviour does disturb learning, so we have asked the school to make sure this is stamped out. You can help with this by making sure your own behaviour is good, and if you can, by trying to influence those students who disturb learning, and help the school to improve their behaviour. We looked at whether, when they observe your lessons, senior staff are focusing on the right things to help teachers to improve your progress. We found that they are, so they have identified for themselves things like behaviour issues, and the new leadership team is developing good plans to make sure that your progress improves even more. Thank you again.

Yours sincerely

Janet Simms

Lead inspector

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