

Hessle High School and Sixth Form College

Tranby House, Hessle, HU13 0JQ

Inspection dates 10–11 December 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress in a wide range of subjects, including English and mathematics.
- From their average starting points at the beginning of Key Stage 3, students leave Year 11 with above average standards. The proportion of students gaining five or more GCSE passes at A*-C, including mathematics and English, is above average.
- The work set for students is interesting and it helps them learn well. Students behave well and their attitudes to learning are good.
- Students say they feel safe in school. Parents are confident their children are safe and well looked after by the school.
- The sixth form is good, not least because it is well led.
- Systems to check students' progress are rigorous. They enable leaders to identify those students who might be falling behind in their learning and provide additional support to help them to catch up.
- Leaders, managers and governors have high aspirations and a relentless focus on improving the quality of teaching. An effective programme of professional development for staff has led to good and sometimes outstanding teaching.
- The headteacher and governors have developed a strong sense of purpose among staff to drive forward sustained improvement. This contributes well to ensuring good teaching and good achievement.

It is not yet an outstanding school because

- Teachers do not always use questions effectively nor make it clear to students what is expected of them.
- Expectations of presentation are not consistently high enough and students do not have the opportunity to respond to teachers' comments in their books.
- Occasionally, students of average and above average ability are not challenged well enough to consistently make rapid progress.
- Achievement in a small number of subjects at the end of Key Stage 4 is not consistently good.

Information about this inspection

- Inspectors observed 36 lessons taught by 35 teachers. Seven observations were undertaken jointly with leaders from the school.
- Inspectors spoke with three groups of students about their learning in lessons and their safety in the school. An inspector also listened to some students reading.
- Meetings were held with the Chair of the Governing Body and four other governors. Meetings were held with school staff, including middle and senior leaders. A telephone conversation took place with a representative of the local authority.
- Inspectors also looked at the school’s review of its own performance, its development plan, school policies and the minutes of the governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at students’ work in lessons and analysed samples of students’ books.
- The 70 responses to the online questionnaire (Parent View) were evaluated.
- There were 116 questionnaires completed by staff which were analysed by inspectors.

Inspection team

James McGrath, Lead inspector	Additional Inspector
Geraldine McCauley	Additional Inspector
Christine Kennedy	Additional Inspector
Sally Lane	Additional Inspector
Paul Rafferty	Additional Inspector

Full report

Information about this school

- The school is an academy federated with Penshurst Primary School under a multi-academy trust model. The headteacher of Hessle High School and Sixth Form College is the executive headteacher of the federation.
- The sixth form is part of a consortium with two other schools.
- Only Hessle High School and Sixth Form College was inspected during this inspection.
- The school is much larger than the average sized secondary school.
- The school has two sites with Years 7 and 8 at the Boothferry Road site and other year groups at the Heads Lane site. Construction of a new building to accommodate the whole school on the Heads Lane site started in November 2014 and due to be completed in 2016.
- The proportion of disadvantaged students, those eligible for the pupil premium is average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The vast majority of students are White British. There are very few pupils whose first language is believed not to be English.
- The proportion of disabled students or those with special educational needs is below average.
- There are three alternative providers used by the school; GTA Motor Vehicles, Hull College and Bishop Burton College.
- The school holds the Sports Leadership Academy award and the International Schools award.
- The school meets the government's current floor standard, which is the minimum expectation for students' attainment and progress in English and mathematics.
- There have been significant changes in staff and governance since the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to ensure good progress for all students in all subjects by:
 - using questioning more skilfully to draw out from students what they understand and deepen their knowledge
 - providing work that challenges all students, especially those of average and above average ability, to ensure they are clear about what is expected and make good or better progress
 - ensuring students have sufficient opportunities to respond to teachers' written comments in their marking
 - insisting that presentation and the quality of spelling are of a high standard at all times in all subjects.
- Increase the impact of leaders and managers by:
 - improving achievement in those few subjects in which it is not consistently good through more rigorous monitoring of provision
 - ensuring the science curriculum provides the most able students with the experiences they need to reach the higher levels.

Inspection judgements

The leadership and management are good

- The headteacher and the new governing body have responded well to the areas for improvement from the last inspection. They have improved the capacity of the senior leadership team by providing extra leadership training and an additional deputy headteacher. As a consequence, leadership has improved as has achievement, the quality of teaching and behaviour and safety.
- The headteacher and governors have gained the overwhelming support of staff for the changes made. They are keen to maintain and improve on the gains that have already been made.
- Senior leaders check the work of middle leaders much more rigorously than at the time of the previous inspection. Middle leaders are now more effective because they are held accountable for their responsibilities and most are checking the work of their staff in much greater detail. As a result, teaching and achievement are good overall. There is strong leadership particularly in English, mathematics, humanities and a number of other subjects where achievement is good or better. New staff and new leadership in French, German and design technology have not had enough time, especially to monitor provision, to secure good achievement over time. However, the school's information systems for these subjects show that improvements are occurring.
- Performance management for teachers is robust and identifies the skills they need to improve. Support for improving teaching is strong with staff having opportunities to see best practice within the school and in other schools to refine their own work and improve their teaching. This has helped achievement improve as well as students' attitudes to learning.
- Self-evaluation is rigorous and the school has a clear idea of its strengths and areas for improvement. The plan for improvement correctly states the main priorities. Actions are precise and implemented by staff.
- Systems for checking students' progress are robust. Information is used well to identify those who require additional support to ensure they make good progress. Although gaps in attainment for disadvantaged students are closing, they are not closing as quickly as leadership had planned. A senior leader has been appointed to focus on these students and gaps for these students are closing throughout the school. This is a good example of the school's commitment to equality of opportunity for all.
- The curriculum provides a good range of subjects for students with a good emphasis on the development of literacy and mathematical skills. Students are given good guidance in selecting appropriate courses to study in Key Stage 4 and 5. As a result, all students leaving school continue in further education, employment or training. Leadership is aware that some most able students are not challenged enough in their science courses in Key Stage 4 to prepare them well for further scientific study.
- School visits, the personal and social education course, 'life', along with links to schools in South Africa and Zimbabwe contribute well to students' spiritual, moral, social and cultural development. Through the school's 'life' course students become well prepared for life in modern Britain and consider the values held within British society.
- The local authority has supported the school well in assisting in re-constituting the governing body to ensure effective challenge and support for the headteacher. They have supported the headteacher in seeking out 'best practice' in other schools to strengthen teaching and leadership in the school.
- **The governance of the school:**
 - Since the last inspection, the governing body has had significant changes to its membership. Governors are making a good contribution to the leadership of the school. They have checked their skills for and taken part in extensive training to enable them to challenge the headteacher effectively and measure the performance of the school. They understand data about students' progress and use the information to set targets for the school and compare its performance against other schools nationally. Governors are holding subject leaders to account for students' achievement and the quality of teaching in their subject areas. Governors have good understanding of the quality of teaching across the school.
 - Governors use their skills well and make checks on the school's budget. They have approved how the pupil premium funding is spent and know the impact of the academy's work on closing achievement gaps between those students supported by it and others. Governors understand fully the arrangements linking teachers' performance and pay. They check that procedures for safeguarding and child protection are secure. The arrangements for safeguarding meet statutory requirements.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of students is good.
- Students are keen to learn, follow the instructions of their teachers and enjoy sharing ideas to support their learning. Occasionally, when work set for them is too easy they lose concentration. Students say they appreciate the extra help and support received from teachers and other adults.
- Uniform is worn with pride and students are dressed smartly. Students are pleasant, polite and courteous to visitors. Around school they are well behaved and socialise well together.
- Students are punctual to school and to their lessons. They make sure they have the right equipment to lessons and are ready to learn.
- The sixth form make a good contribution to the work of the school. They supervise students at lunchtimes and support the academic studies of younger students.
- Students say behaviour has improved as staff are applying sanctions more consistently and work is interesting. The school's 'learning support centre' has helped some students to manage behaviour much better. Students are well supported and this has led to a reduction in exclusions, which are now below average. Attendance is average and is improving. During this term, attendance is better than it was for the same time last year.

Safety

- The school's work to keep students safe and secure is good. All students spoken with said they felt safe in school.
- Students are clear about what constitutes bullying and they know it is not tolerated. They say that on the rare occasions it occurs, it is dealt with exceptionally well by school staff.
- Students have a good understanding of internet safety. The school's community police officer contributes to students' understanding of how to assess risk. The school's programme for personal and social development makes a strong contribution to students' understanding of how to keep safe.
- Arrangements to support students studying off-site are good. There are clear arrangements with providers to check the safety and attendance of students.
- All students are clear that they can use the school's 'student support services' to discuss any matters regarding behaviour and safety. Arrangements to support vulnerable students are good with effective links to outside agencies.
- Procedures to ensure the present building work does not compromise students' safety are highly effective.
- The school's 'learning support centre' provides a calm environment that is well-resourced to support the learning of vulnerable students. It is also open at the weekend to allow students access if they feel they need support.
- Parents and staff share the same, positive views about students' behaviour and safety.

The quality of teaching is good

- Overall teaching is good but not consistently so in all subjects. However, overall effective teaching leads to good progress for students both in the main school and in the sixth form. Regular and accurate checking of teaching and appropriate professional development for teachers, including sharing of best practices, in-school and with other schools, has driven up the quality of teaching.
- Interesting tasks and activities capture students' imagination and motivate them exceptionally well. Students' focus strongly on their work and are keen to do well. Good relationships and good use of praise to engage students are strong features in lessons.
- In the different subjects where achievement has not been strong, teaching has been less effective. This is improving in response to more rigorous monitoring by senior leaders and additional training to deliver more effective lessons.
- Throughout the school, students' work is marked regularly with clear suggestions for improvement. The best examples of marking were seen in many subjects in the sixth form and particularly in English and humanities throughout the rest of the school. Students diligently respond to comments for improvement in assessed tasks but this good response is less evident in their every day work to improve their progress even more.
- Questioning is generally used well to involve pupils and to assess what they understand. Pupils are given time to explain fully what they have learned. For example in a Year 9 history lesson excellent questioning

led to all students having an exceptionally clear understanding of Hitler's rise to power. Occasionally, questioning is not used skilfully to assess what an individual might know and to search out the knowledge of others and deepen their understanding.

- Teachers ensure that in a range of subjects students have good opportunities to write extensively, use their reading skills well and apply their mathematical skills well. This effective teaching is supporting good development of students' literacy and numeracy skills. However, expectations are not consistently high enough across all subjects to ensure accurate spelling and high quality presentation from all students.
- Planning takes into account students' prior learning and understanding. This ensures that tasks are well matched to students' needs and abilities. There are occasions when average and above average ability students are not challenged well enough to make good or better progress.
- Generally, students are clear about what is expected of them. Progress is checked regularly while students work and students are given good support when they are 'stuck' to enable them to learn effectively.
- Highly-skilled learning support assistants make a good contribution to students' learning. They are well managed and support students successfully. They work skilfully with individuals or groups of students, both inside and outside the classroom. The 'learning centre' is managed effectively with teaching assistants making a good contribution to students' progress.

The achievement of pupils is good

- Good teaching in most subjects, especially English and mathematics, helps students to make good progress and attain well.
- By the end of Year 11 in 2014, students made good progress in English and mathematics, reaching standards that are well above average in these subjects. From 2013 to 2014, progress improved in both subjects because of an increase in teaching time, additional support given to students and more rigorous checking by senior leaders on the quality of teaching and students' progress.
- In 2014, from average starting points on entry to the school, the proportion of students gaining five or more GCSE grades at A*-C, including English and mathematics, was above average. This is an improvement on the previous year. School information indicates that results at the end of Year 11 are set to improve again in 2015.
- At the end of Year 11 in 2014, achievement in a wide range of subjects was good and sometimes outstanding. There was outstanding achievement in history, geography, physical education and business studies because of high quality teaching. However, students did not achieve well enough in French, German and design technology and there is some inconsistent achievement in science. Improvements to teaching are helping to improve progress but as yet changes are not fully embedded and the curriculum in science has not yet been adjusted to challenge all of the most able students,
- Since the last inspection, leaders have focused on ensuring the most able students are challenged well enough. Overall, they make good progress although occasionally they are not fully challenged to ensure progress is always rapid.
- In 2014, a small number of students took GCSE English language as an early entry. They achieved the GCSE target grades set for them by the school and spent the additional time in Year 11 successfully improving their work in English literature. The school no longer uses early entry to GCSE examinations.
- Those students studying at off-site provision make good progress in their studies. In school, those studying courses equivalent to GCSE do well and this makes a positive contribution to the proportion of students attaining GCSE grades at A*-C, including English and mathematics.
- Throughout the school, disabled students and those with special educational needs are now achieving as well as others. They have made rapid progress over the past year due to improved leadership and improved training for teaching staff and teaching assistants. The needs of these students are fully met. This is a good indication of the school's commitment to equality of opportunity for all.
- Disadvantaged students at the end of Year 11 in 2014 were less than one grade behind non-disadvantaged students in school in English and in mathematics. In comparison to national attainment for those not considered to be disadvantaged, gaps in attainment are closing with other students now being half a grade behind in English and less than a grade behind in mathematics. School information shows that disadvantaged students are benefiting well from the additional support they receive.
- An analysis of students' work over time shows that students are making good progress in their subjects in Key Stage 3, including mathematics and English, due to improved teaching since the last inspection.
- Year 7 catch up funding (government funding for those entering secondary school with below average standards in English and mathematics) is helping students to improve their literacy and mathematical skills well.

- The school is promoting reading well with 50 minutes, each week, for younger students to read in class or in small groups. They are listened to by teachers and teaching assistants who check students' understanding well.

The sixth form provision**is good**

- Since the last inspection, effective leaders and managers in the sixth form have improved their procedures for checking students' progress and checking the quality of teaching.
- Students in the sixth form are now making good progress. From standards that were below average when starting in the sixth form, students left in 2014 broadly in line with national standards. Information, advice and guidance supports students well and prepare them to go on to further and higher education or training and employment. Most students gain places at university and all others go on to further training or employment.
- Teaching has improved and is now good. Improvements in the quality of teaching are supporting students' good progress. Marking and feedback enables students to know what they have to do in order to improve their work and challenges them effectively. Students are conscientious and respond well to improve their work. Accurate assessment enables students to be well supported should they be falling short of their challenging targets.
- The head of sixth form challenges subject leaders and teachers should students' achievement be falling short of what is expected. Appropriate action, including the provision professional development, is taken to drive up the quality of teaching.
- There are too few disabled students and those with special educational needs to make valid statistical comparisons with others in the sixth form. This also applies to disadvantaged students. Nevertheless, it is clear their progress is similar to other students.
- As a result of work that challenges them, the most able students are generally doing well to achieve their potential.
- Sixth form students make a good contribution to the life of the academy. Behaviour is good and students act as positive role models and support younger students with learning. They also support subject departments as 'departmental helpers' as well as supervising other students at lunchtime. They exhibit positive and mature attitudes and show great respect towards each other, to other students and to adults.
- Leaders have carefully reviewed the curriculum to meet students' needs and are ambitious for their performance. They have improved the on-going advice and guidance given to students and monitor its effectiveness well. Students say they feel safe.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137306
Local authority	East Riding of Yorkshire
Inspection number	454861

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,248
Of which, number on roll in sixth form	198
Appropriate authority	The governing body
Chair	Paul Hogan
Headteacher	Sarah Young
Date of previous school inspection	11 April 2013
Telephone number	01482 648604
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