

Hyde Community College

Old Road, Hyde, Cheshire, SK14 4SP

Inspection dates 24–25 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requiring Improvement	3
Achievement of pupils		Requiring Improvement	3
Quality of teaching		Requiring Improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- While standards at the end of Year 11 are broadly in line with those found nationally, too few students make good progress from their Year 7 starting points, particularly in mathematics.
- The quality of teaching is inconsistent across the school. Teachers' planning does not always result in every student receiving work that is challenging enough to enable them to make good or better progress.
- Teachers' questioning does not always allow students to develop their thinking or help them to become confident speakers. This is because teachers too readily provide the answer or are satisfied with a one-word response rather than an explanation.
- Teacher's marking and feedback to students does not always show them how they are expected to improve their learning.

The school has the following strengths

- This is an improving school. Since the previous inspection, senior leaders and the governing body have improved students' behaviour and their progress in English. Aspects of teaching have also improved.
- Leadership at all levels is good. Leaders have high expectations and adopt a rigorous approach to checking students' progress and the quality of lessons. Leaders have an accurate understanding of the school's performance and know what needs to be done to improve it further.
- In recent years, leaders have worked with families and external agencies to successfully increase students' attendance, which is now above average.
- Teaching and progress in the sixth form is good.
- Pupils who are known to be eligible for the pupil premium funding make good progress.
- Students enjoy coming to school. They behave well and say they feel safe. They are proud of their school and involve themselves in decision making and in supporting the community.
- Students value the help they receive from teachers and support assistants. It is a harmonious community in which everyone is valued equally.
- The governing body is aware of the school's strengths and areas for improvement. Members provide strong support for the school, yet hold the leadership to account with rigour.

Information about this inspection

- Inspectors observed 41 lessons and 41 different teachers, including three joint observations with senior leaders. In addition, the inspection team made a number of shorter visits to lessons and visited the Alpha Centre (which supports vulnerable students) to observe small group sessions and 1:1 support.
- Meetings were held with senior and middle leaders, school staff, and three groups of students, representatives of the governing body, including the Chair of Governors and a parent governor, and a representative of the local authority.
- Inspectors took account of the 8 responses to the online questionnaire Parent View, the responses to student and parent questionnaires held by the school, and responses to the Ofsted staff questionnaire.
- Inspectors looked at the school's work and took account of a wide range of documents including the school's assessment data on students' progress over time, minutes of governing body meetings, monitoring documentation and records related to behaviour and safeguarding, reports of external reviews of the school's performance, and the school's website.

Inspection team

Helen Gaunt, Lead inspector	Additional Inspector
Sheila Kaye	Additional Inspector
Fiona Burke-Jackson	Additional Inspector
Janet Pruchniewicz	Additional Inspector

Information about this school

- This is a smaller than average-sized secondary school. Until September 2012, it was an 11-16 school. In September 2012, 37 students were admitted into Year 12 of a newly opened sixth form. This number is set to increase to 100 in September 2013.
- The proportion of students known to be eligible for free school meals is almost double the national average. At this school, pupil premium is used to provide extra support to pupils known to be eligible for free school meals, and a small number of students who are in the care of the local authority.
- The proportion of students supported through school action is lower than average. The proportion supported through school action plus or with statements of special educational needs is higher than that seen in most other schools.
- The proportion of students from minority ethnic groups is very high, as is the proportion that speaks English as an additional language.
- In order to extend the range of subjects on offer, some students in Key Stage 4 and in the sixth form are taught off-site under a formal partnership arrangement with Tameside College.
- The school meets current government floor standards, which set the minimum expectations for students' attainment and progress.
- A Hearing Impaired Unit, run and staffed by local authority employees, is housed in the school building. It is not run by the school and is not, therefore, included in this inspection.
- The school moved into a new building in January 2012.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching so that it is all at least good by:
 - reducing unnecessary teacher talk that does not assist learning
 - developing teachers' questioning skills so that it extends students' thinking, prompts them to talk about their learning, and boosts their confidence in their abilities
 - ensuring that all teachers' marking provides clear feedback to students about how to improve their work and reach the next level
 - raising expectations and providing suitably challenging work for all students, especially for the more-able.
- Accelerate students' progress further and thus raise attainment across all subjects, especially in mathematics by:
 - making better use of information about students' progress to plan lessons that build carefully on students' current understanding
 - providing students with opportunities to apply mathematical skills in a wide, and more challenging, range of situations in mathematics lessons and in other subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Although the school met the government floor standards in 2011 and 2012, there was a below average proportion of students who made good progress overall from the start of Year 7 to the end of Year 11.
- Achievement is not yet good because teaching does not always challenge students enough. When students' work does not demand enough from them, their progress is not fast enough. This is most evident in mathematics.
- Since the last inspection, achievement in some subjects has improved. In 2012, students' progress in English was comparable to that seen nationally, and students' attainment in a range of vocational courses contributed positively to the overall standards they achieved.
- The school uses its pupil premium funding to fund additional staff, including literacy and numeracy coordinators, and provides additional reading support. Many students known to be eligible for free school meals have low reading ages on entry to the school. This additional reading support helps them to develop better literacy skills, thus enabling them to make good progress. As a result, the gap in the average point score attained by these students and others in the school is narrowing.
- Pupil premium money has also been used to provide additional support (both in school time and after school) for students in danger of underachieving in English and mathematics and also helps to stop them from falling behind.
- Students for whom English is an additional language have the support of a bilingual teaching assistant. They have equal access to all subjects and achieve in line with their peers.
- Disabled students and those who have special educational needs are helped by the cross-subject approach to literacy, and also by tutors, teaching assistants and small group support within the Alpha Centre. Where they have support, they make progress in line with their peers. Progress is slower when work is not adapted to be at the right level of difficulty for them.
- The sixth form is in its infancy. The first group of Year 12 students entered in September 2012. However, early indications show that learning and progress in the sixth form are good because of the high level of challenge presented to students.
- Students have been entered early for GCSE examinations in some subjects, including English and mathematics. This has allowed reorganisation of groups so that focused support can be provided. Early entry has helped some students' chances of improving their grades. The school is in the process of amending its early entry strategy to ensure that more-able students are challenged to achieve the highest grade of which they are capable, as this has not always been the case in the past.
- The achievement of students attending Tameside College is in line with their peers because they are able to study the courses that are most suitable for them.

The quality of teaching

requires improvement

- Since the previous inspection, senior and middle leaders have focused on improving the quality of teaching. Expectations have risen and teachers' work is now checked more often. However, there is still too much teaching that requires improvement. Teaching is better in Key Stage 4 and the sixth form than it is in Key Stage 3.
- In the most effective lessons, teachers use the information they have about students' past learning to plan lessons that challenge them at the correct level, ensuring they make progress from the very beginning of the lesson. However, this information about students' attainment and progress is not always used effectively enough. This means that work set for some students, in some classes, is still too easy.
- Another reason that work does not always demand enough of students is that teachers'

questioning does not always give them enough opportunity to deepen their understanding. Sometimes teachers talk for too long at the start of the lesson; this means that active learning is delayed and students are not fully engaged. At other times, as was seen in mathematics, students do not have enough chance to apply their skills in different situations.

- In the sixth form, classes are usually small and teachers make good use of questioning at every opportunity. Consequently, students are more involved in their learning.
- In the best assessment and marking seen, students are provided with detailed comments that guide them to improve their work and extend their learning. Leaders have identified where marking is too infrequent, or does not help students to improve their work. This is now being addressed.
- Examples of good teaching included a Year 11 science lesson in which students were actively engaged as soon as they entered the classroom. The teacher explained what they were going to learn and demonstrated energy waves using a rope as a visual aid, which helped students to understand the concept. Students then had to find the information they needed by moving to different places in the room, where resources had been prepared for the differing levels of ability of the students. In this lesson, students were also encouraged to consider the quality of their partners' work.
- Parents say that their children are taught well at the school, and inspectors saw signs of improving teaching in many subjects.
- Relationships between students and teachers are positive. Teachers' subject knowledge is strong and they are friendly and encouraging, so students respond readily and willingly.

The behaviour and safety of pupils are good

- The school succeeds in encouraging students to behave well. Students enjoy school and they are proud of it. The school is very inclusive and provides a caring environment.
- Attendance is above average, having risen steadily over the past five years. Leaders have worked hard with parents and external agencies to bring about this improvement.
- School records show that, over time, the number of incidences of poor behaviour has been reducing, as has the level of exclusions.
- Students understand about all of the different forms of bullying. They say that bullying is rare and that, if it does occur, it is dealt with swiftly and effectively.
- Students say they feel safe in school and that there are no areas or situations where they do not feel safe. They have a clear understanding about what constitutes an unsafe situation and are aware of the potential risks of using the internet inappropriately.
- Behaviour in lessons and around the school is good although inspectors saw one lesson in which learning was less effective due to the poor behaviour of a small number of students. Students' attitudes to learning are usually good. Students speak positively about the new behaviour policy, launched in January 2012, which incorporates a system of rewards and sanctions.
- Students make valuable contributions to their school community. They are actively engaged in decision making through the Student Cabinet. Students support one another as Young Carers, Rainbow Readers and Hotshots, and are involved in a range of charity fundraising activities.

The leadership and management are good

- Since the previous inspection the headteacher, ably supported by senior leaders and the governing body, has driven forward the improvement agenda while, at the same time, successfully managing the move to a new building. Leaders have tackled the areas for improvement that were highlighted at the previous inspection.
- There have been a number of changes to staffing as decisive action has been taken to tackle

underperformance. Leadership at all levels has been strengthened.

- There have been considerable improvements in the systems for tracking students' progress. This information is now being used to check and improve the quality of teaching and to plan extra support and intervention. This is having a positive impact on students' progress.
 - Senior staff regularly check the quality of teaching and the progress that students are making. Staff are held to account for the quality of their work, as well as being fully supported. Pay and career progression is firmly linked to levels of responsibility and effectiveness. There is a comprehensive programme of training and development available to staff.
 - Middle leaders contribute to developing the quality of teaching within their areas. Staff are encouraged to share the good practice that exists. Leadership of the sixth form is strong and there are already over 100 applications for Year 12 for September 2013.
 - Areas for improvement highlighted at a religious education subject inspection in June 2011 are being addressed and steady progress is being made in respect of these.
 - The curriculum is constantly evolving to meet the needs of all students and makes a significant contribution to students' spiritual, moral, social and cultural development, and promotes equality of opportunity. Appropriate guidance ensures that students are well matched to courses and are kept safe.
 - A good choice of extra-curricular and enrichment opportunities help develop students personally, adds to their enjoyment of school and enables them to prepare well for their next steps. The number of students who do not progress to education or employment at the end of Year 11 is low.
 - Child-protection and safeguarding policies and practice meet current requirements.
 - The school receives good support from the local authority and partnerships have been formed between the English and mathematics departments and two local secondary schools. As a member of the Manchester Challenge, the school is provided with support which has helped it to gauge its performance accurately.
 - **The governance of the school:**
 - Members of the governing body keep up-to-date, and have an accurate understanding of the school's current performance. Governors put the safety, care, and personal development, of students high on their list of priorities. Governors know about the quality of teaching and how it links with the progress students are making, and provide support and challenge to leaders. Governors monitor the effectiveness with which pupil premium money is spent and how this is helping students in receipt of free school meals to make faster progress.
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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	106268
Local authority	Tameside
Inspection number	400837

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

Type of school	Secondary
School category	Community
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	848
Of which, number on roll in sixth form	37
Appropriate authority	The governing body
Chair	Mr C Daly
Headteacher	Mrs D Spence
Date of previous school inspection	15 March 2010
Telephone number	0161 366 7533
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