

# Hyde Technology School and Hearing Impaired Resource Base

## Inspection report

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<b>Unique Reference Number</b>	106268
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	336647
<b>Inspection dates</b>	15–16 March 2010
<b>Reporting inspector</b>	Michael McIlroy 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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	880
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr C Daly
<b>Headteacher</b>	Mrs Denise Spence
<b>Date of previous school inspection</b>	30 November 2006
<b>School address</b>	Old Road Hyde Cheshire SK14 4SP
<b>Telephone number</b>	0161 3681353
<b>Fax number</b>	0161 3685099
<b>Email address</b>	sspence@hydetechnology.org.uk

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors visited 37 lessons and observed 37 teachers. In addition, interviews were held with nominated staff, four groups of students, the Chair of the Governing Body and a representative of a partnership of specialist schools of which the school is a member. Inspectors observed the work of the school, its arrangements for the safeguarding of students, school documentation and assessment information. Twenty one student questionnaires, 17 staff questionnaires and 84 parental questionnaires were looked at.

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

- the current level of attainment of students in mathematics and English
- the effectiveness of teaching overall, particularly in mathematics and English
- the effectiveness of the care, guidance and support provided by the school
- how effectively the school's leadership and management has tackled the issues for improvement identified at the previous inspection and low attainment in mathematics and English
- the effectiveness of the curriculum, which the school judges as good.

## Information about the school

The school is smaller in size than most schools. The proportion of students eligible for free school meals is more than twice the average as is the proportion of students who speak English as an additional language. The percentage of students from minority ethnic backgrounds is above average and most are of Bangladeshi heritage. The proportion of students with special educational needs and/or disabilities and of those with statements of special educational needs is similar to that found in other schools. The school has a specialist unit for a small number of hearing impaired students.

The school is a specialist technology college and has a second specialism for applied learning. It holds a number of awards such as the eco-schools Green Flag Award and the Every Child Matters Standard. The school is part of the Building Schools for the Future initiative and building work has caused some disruption to the school's work.

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

The school provides a satisfactory standard of education for its students. Its chief strengths lie in the good care, guidance and support which students receive, the good partnerships which the school has developed and its robust approach to tackling discrimination of any kind.

Students' attainment is average and the progress they make is satisfactory. While students attain well in a number of academic and vocational subjects, they perform less well in the key subjects of English and particularly mathematics. When this is taken into account, students' achievement is satisfactory, rather than good. Students with special educational needs and/or disabilities make good progress due to the good level of support and guidance they receive in lessons, in the school's effective Alpha Centre and from external agencies.

The quality of teaching is satisfactory overall and is underpinned by good relationships between students and staff. There is scope for the academic guidance which students receive to be improved and for work to be more closely matched to the different abilities of students, including the most able. The curriculum is satisfactory and a notable feature of it is the broad range of vocational qualifications in Key Stage 4 that is available to students in addition to more traditional qualifications.

Students enjoy school. Attendance is above average and this reflects the school's hard work to improve it. Students make a good contribution to both the school and their local community. An example of this is their involvement in the planning of their new school building. Behaviour is satisfactory and students feel safe in school. They know who to turn to if they have worries and are confident that any concerns they have will be addressed rapidly by staff. Students' understanding of how to lead healthy lifestyles is satisfactory.

Leadership and management of the school are satisfactory, as is governance. The school runs smoothly on a day-to-day basis and the school's self-evaluation of its effectiveness is broadly accurate. The school is strongly committed to tackling discrimination and equality of opportunity is well promoted. As a result, all groups of students make broadly similar progress and those with special educational needs and/or disabilities make good progress. Issues arising from the last inspection, such as the need to improve teaching in science and the humanities, have been well addressed. The good partnership links which the school has built up with a group of other schools have been well used to improve behaviour and teaching. However, the school has been slow to focus on and react effectively to the need to improve students' low attainment in English and mathematics. Not all managers have been sufficiently involved in initiatives to

improve standards in mathematics. Nonetheless, given its broadly accurate self-evaluation, that the areas for improvement identified at the last inspection have been successfully addressed and standards raised in a number of subjects, the school's capacity to improve is satisfactory.

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

- Raise attainment in mathematics and English by:
  - ensuring that systems for tracking and monitoring students' progress are rigorous, embedded and used to rapidly identify underperformance
  - ensuring that more able learners are challenged fully in lessons
  - increasing opportunities for more cross-curricular links with English and mathematics.
- Increase the proportion of good and better teaching by:
  - ensuring that work is better matched to the different abilities of students in classes
  - developing marking and assessment procedures so that students are clear about the next steps they must take in order to improve learning
  - developing opportunities for interactive learning including the use of available technology, such as interactive whiteboards
  - increasing opportunities for students to develop as independent learners.
- Develop leadership and management at all levels so that all leaders and managers have a clear view of the school's key priorities and ambitions and how to achieve them.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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A complex picture lies behind students' satisfactory achievement. In 2009, the percentage of students gaining five or more good grades at GCSE level in all subjects was well above average. However, results at GCSE level in the core subjects of mathematics and English were well below average. Inspection evidence from lessons observed confirms that current students are beginning to make better progress in these subjects. Overall, this represents average attainment. Similarly, although the progress made by students when all subjects are considered was good in 2009, that made in English was satisfactory and that in mathematics was inadequate. Consequently, the overall progress made by students is satisfactory. However, students with special educational needs and/or disabilities, including those who are hearing impaired, make

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

good progress.

Students' good contribution to the school and local community is also seen in charity fund-raising activities and their readiness to take on positions of responsibility such as school councillors and membership of the 'school cabinet'. Students' spiritual, moral, social and cultural development is satisfactory. While students' social and cultural development is good, spiritual development is satisfactory because opportunities to develop this in assemblies and tutorial times are not sufficiently taken advantage of. Students' team-working skills are well developed but students' below average attainment in mathematics and English mean that they are adequately rather than well prepared for the future world of work and study. Students move sensibly around the school and are polite and welcoming to visitors and each other.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
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>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### **How effective is the provision?**

Teaching is satisfactory overall. Although a majority of teaching observed was good, too much of it was satisfactory. No inadequate or outstanding teaching was seen. Teachers use the school's common format when planning lessons. Resources, including additional

<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.

adults, are mostly well used. Relationships between learners and adults are good and teachers manage students' behaviour well. Time is mostly used effectively, although some plenary sessions are not fully exploited in order to reinforce new learning. A strength of teaching is the good use of questioning which checks students' understanding and helps them develop their thinking. Teachers use information and communication technology (ICT) in lessons satisfactorily and there is scope to involve students more in its use. Work is satisfactorily marked and some marking gives students detailed guidance on the next steps they must take in order to improve their work. Work in classes is generally pitched at the same level for all learners. Most students know the levels they are working at and their targets. Students listen well in class and work well collaboratively when asked to do so. However, opportunities for students to develop their skills as independent learners are limited.

The curriculum is satisfactory. It is broad and balanced at Key Stage 4 and increasingly offers a range of vocational routes for students. However, it is less varied in Key Stage 3. Some opportunities exist for the development of literacy, mathematics and ICT in other subjects. There is a range of extra-curricular activities, particularly sporting activities, including ice-skating trips.

Care, guidance and support for students are good. Hearing impaired students are well integrated into classes. Good links with external agencies and the effective work of the Alpha Centre are key to the good support and guidance which vulnerable students receive. In a mathematics lesson in the Alpha Centre, good and sensitive teaching, based on a thorough understanding of individuals' needs enabled vulnerable students to make good and sometimes outstanding progress in their learning. Teachers in the school are well aware of those with special educational needs and/or disabilities and ensure that these students are well supported. In a lower ability Year 7 mathematics class, the high number of support staff helped students with special educational needs and/or disabilities to make good progress in their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The leadership and management of the school are satisfactory. The school's strong commitment to tackling discrimination and promoting equal opportunities is shown by the fact that all groups of students make similar progress in their learning and that students with special educational needs and/or disabilities make good progress. The

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school has addressed well the areas for improvement identified at the last inspection. For example, results have risen progressively in science. Steady improvements have been made to the quality of teaching, due to regular monitoring of lessons and the effective partnership with a cluster of specialist schools. The latter has provided staff with opportunities to observe good practice in teaching and provided the school with advice on improving behaviour. The quality of school and departmental improvement plans is satisfactory. There is scope for the school and its departments to use assessment data more rigorously in order to ensure that action plans are sharply focused on key areas for improvement and that curricular targets are realistic and appropriately challenging. The school has been less effective in rapidly tackling the below average results in mathematics and English and in ensuring that the need to raise standards in these subjects is fully communicated throughout the school. While middle managers are promoting a number of aspects of English in their own subjects, they have not yet been required to do the same for mathematics. The school has recently joined a national project to raise results in English and mathematics and, consequently, has a clearer view of what needs to be done.

The school has satisfactory links with parents and carers and suitable channels by which they can contact the school and be kept informed of their child's progress. The school makes a satisfactory contribution to community cohesion as this is well promoted within the school's own community. Procedures for the safeguarding of students comply with current statutory requirements. Governance is satisfactory. Governors are very supportive of the school and are continuing to develop their role as a 'critical friend' to the school through appropriate training. The work of the school's specialism in applied learning is good and the expansion of vocational courses has contributed to the above average results at GCSE level when all subjects are taken into consideration. The impact of the school's technology specialism is less effective. Results in science and in design and technology have risen steadily but those in mathematics have yet to do so.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>3</b>



<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Views of parents and carers**

Eighty four questionnaires were received from parents and carers. The very large majority were supportive of the work of the school and some praised, in particular, the work of the Alpha Centre. A few had concerns about how well the school kept them informed them about their child's progress and about how well the school helps them to support their child's learning. Inspectors found that the work of the school in these areas was satisfactory.

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

Ofsted invited all the registered parents and carers of students registered at Hyde Technology School and Hearing Impaired Resource Base 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 880 students registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	43	44	56	1	1	0	0
The school keeps my child safe	32	41	43	54	4	5	0	0
The school informs me about my child's progress	36	46	33	42	9	11	1	1
My child is making enough progress at this school	43	54	35	44	1	1	0	0
The teaching is good at this school	34	43	44	56	1	1	0	0
The school helps me to support my child's learning	25	32	48	61	5	6	1	1
The school helps my child to have a healthy lifestyle	23	29	50	63	6	8	0	0
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)	35	44	42	53	0	0	0	0
The school meets my child's particular needs	33	42	44	56	1	1	0	0
The school deals effectively with unacceptable behaviour	27	34	47	59	5	6	0	0
The school takes account of my suggestions and concerns	29	37	44	56	4	5	0	0
The school is led and managed effectively	34	43	42	53	1	1	0	0
Overall, I am happy with my child's experience at this school	41	52	36	46	0	0	0	0

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.

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## 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.**



18 March 2010

Dear Students

Inspection of Hyde Technology School and Hearing Impaired Resource Base, Hyde, SK14 4SP

Thank you for your warm welcome when we inspected your school recently. We found that your school is a satisfactory school. Some of the best things which we found were:

- your attendance is good
- you know how to keep safe
- you make a good contribution to your school and local community
- the care, guidance and support which your school provides is good
- your school tackles discrimination well and ensures you all have equal opportunities to succeed
- most of you make satisfactory progress in your learning and some of you make good progress
- teaching is satisfactory overall
- your school is satisfactorily led and managed.

We have asked the headteacher, staff and governors to make a number of improvements in order to make your school a better school. These are to raise standards in English and mathematics, to make all teaching as good as the best which we saw and to make sure that leaders and managers at all levels in the school are very clear about what needs to be improved and how it is to be done. You can help your school improve by making sure that you continue to come to school every day.

Once again, many thanks for your warm and polite welcome when my colleagues and I visited your school.

Yours sincerely

Mr Michael McIlroy

Her Majesty's Inspector

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