

Hornsea School and Language College

Inspection report

Unique Reference Number	118082
Local Authority	East Riding of Yorkshire
Inspection number	358260
Inspection dates	14–15 October 2010
Reporting inspector	Ian Richardson HMI

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	1256
Of which, number on roll in the sixth form	204
Appropriate authority	The governing body
Chair	Mr Marvin Close
Headteacher	Mr Steve Lawrence
Date of previous school inspection	10 April 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. The inspection team observed teaching and learning in 34 lessons and 34 teachers. Meetings were held with members of the senior leadership team, groups of students, teachers and governors. They observed the school at work and looked at a range of documentation including that concerned with safeguarding, the school's development plan, a selection of the school's policies, and documents describing the school's involvement in community activity. The inspection team received 356 completed questionnaires from parents and carers and also scrutinised questionnaires completed by students and staff of the school.

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

- It reviewed any changes in outcomes for students since the last inspection and whether the achievement is good for students of all abilities.
- It looked at the quality of teaching in the school to determine if it is consistent and is evaluated effectively by the school's leadership and management.
- It evaluated how the curriculum has improved since the last inspection.
- It considered how well the senior leadership team sets a vision for the school's development that is understood by middle leaders and all staff.

Information about the school

The school is larger than the average for secondary schools and is situated in Hornsea, a small seaside town in North Holderness, East Yorkshire. The school was designated as a Language College in September 2004 and was redesignated as such in July 2008. The

school has a lower-than-average proportion of pupils who are known to be eligible for free school meals. It has a proportion of pupils from minority ethnic groups that is well below the national average, as is the proportion of students who speak English as an additional language who speak English as an additional language. The school has a larger-than-average proportion of students who have a statement of special educational needs but the proportion having special educational needs and/or disabilities is below average. The school had its designation of Investor in People reconfirmed in November 2008. It achieved the International School Award in 2008. The Specialist Schools and Academies Trust (SSAT) designated the school a Mentor School in September 2007 and gave the SSAT Inclusion Award at the highest level of Transforming and Leading in autumn 2009. The Healthy Schools status was reconfirmed in May 2010 and the SSAT awarded the Investing in Community Engagement Quality Mark in August 2010.

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

The school is very well led and managed in a way that has engaged the enthusiasm and support of the staff, parents and carers and students. The senior leadership team have succeeded in driving improvement since the last report. Expectations of staff are high and they have understood and adopted the vision for the school set out by the leadership. Staff feel their views and ideas are listened to and valued; they feel they are participating and contributing to the process of self-evaluation. The school's senior leadership team and middle managers know how well the school is doing. There are robust systems in place for the monitoring and evaluation of progress and staff are called to account by senior leadership and by governors for the progress made by

students in their faculties. Given the improvements since the last inspection, and the good understanding they have of developments needed in the school, the senior leadership team have demonstrated good capacity for sustained improvement.

Since the last inspection there has been an improving trend in outcomes for students. Their attainment at GCSE has improved and overall their progress has improved, although this is not consistent across all subjects. The school has recognised this and continues to work on bringing about consistently high standards. Currently, the more-able students are not consistently making as good progress as other groups of students. This is because they are not always set sufficiently challenging work. The assessment of students, while accurately determining standards, has not always led to a planning response by teachers for groups and for individual students. The frequency and the quality of feedback to students are too inconsistent. There are lost opportunities in the use of tutor time to review students' performance and to develop challenge for them on what they need to do to improve. There are heartening examples of the school being very successful in promoting the learning of students with special educational needs and/or disabilities. The school's success in providing for the needs of most groups is good.

Students speak positively of the care, guidance and support they receive. Any incidents of inappropriate behaviour are quickly dealt with and students know where they can go for advice and guidance or to talk over any problems they encounter. Consequently, behaviour is good. Care, guidance and support in the school are good and there are good systems in place to liaise with appropriate agencies to bring about support and improvement. Members of the sixth form speak positively about the support they receive and the fulfilment they get from acting as mentors to younger students. Pupils' behaviour is good in class and around the school.

The school's specialism in languages has had a positive impact on the school. A range of language lessons are being provided for the community and a good number of families have been involved in exchange visits with a French school. New technologies have allowed the school to connect to classrooms in Argentina and to have Skype contact with a Spanish school. Languages are actively involved in curriculum collaboration with other subjects such as music, art and mathematics.

What does the school need to do to improve further?

- Build on the progress already made in using assessment data to inform the evaluation of progress, especially for the more-able students in supporting their independent learning.

- Improve the use of tutor time to ensure reviews about learning and progress take place on a regular basis and that through this students are appropriately challenged.

Outcomes for individuals and groups of pupils

Outcomes of examinations have shown an improving trend over the past four years. The majority of performance indicators show attainment of students to be above average and in some cases significantly above average. This is an improvement on the situation as reported on in the last inspection. Attainment in the core subjects at GCSE of English, mathematics and science are above, but not significantly above, average and have clearly improved. Attainment at the end of Key Stage 3 is above the national average in all three core subjects of English, mathematics and science. The above was confirmed by observations of lessons. Observations and discussions confirm that the outcomes for students in the sixth form are good.

Scrutiny of published examination data and the school's own data on recent performance shows that the vast majority of students are making good progress and some are making outstanding progress. However, the analysis of performance data shows that the more-able students are making less progress in some subjects than other groups. Students with special educational needs and/or disabilities are making better progress than the more able. Questionnaires completed by parents and/or carers show that 91% agree that the school meets their child's particular needs. The inspection team's observations of lessons and analysis of school's data support the view that the school has been successful in raising learning and progress overall and for specific students and groups.

In completing questionnaires, 95% of parents and carers agreed that their child enjoys school and students' own responses in interviews support this strongly positive view. In their questionnaire responses students were a little less positive but the large majority agreed that they enjoy school and a very large majority said they feel safe. Behaviour in lessons and around school is good. Students show consideration for others and there are positive relationships with staff.

The school prepares students well for their future economic well-being. Their attendance is above average as is their attainment at GCSE, with standards in English, mathematics and science being above average. Pupils' spiritual, moral, social and cultural development is good with contributions from a range of subjects being observed during the inspection. Despite the school's efforts to educate students in what contributes to healthy lifestyles they have yet to adopt them sufficiently. Observations of lunch and break times show a lower than hoped for uptake of healthy food options

both in the packed lunches and the selections made from a good range of food on offer in the school. Parents' and carers' questionnaires showed lower levels of agreement that, 'the school helps my child to have a healthy lifestyle' than for almost all other statements.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	2
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	2
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching overall is good. In a number of lessons observed jointly by inspectors and members of the senior leadership team, there was close agreement on the standards of teaching and learning seen. While there was no inadequate teaching observed, the teaching ranged from satisfactory to outstanding. Where teaching was satisfactory, there was often insufficient challenge to the full ability range with the more-able students not progressing as rapidly as possible. In the best lessons this was not so, with teachers showing great skill in evaluating the progress students are making, identifying individual needs and providing challenge for students of all abilities.

Underpinning the good teaching are several innovations that have brought about improvement and which are valued by staff. The process of coaching and provision of peer support has brought benefits to individuals and contributed to overall improvement. Staff have received professional development relevant to their needs and on key issues such as assessment for learning. An investment of time and resources has focused on developing the use of new technologies including a virtual learning environment. Information and communication technology was seen to be used well in lessons. Students and staff speak positively of the e-learning that is now available in the school. The school is continuing to develop information and communication technology and raise staff confidence in its application to their professional practice.

The school has sought to improve assessment procedures and the use of assessment data for reviewing progress of students and for informing planning. While there are clearly some very good examples of assessment practice, its recording and use in providing feedback to students on their progress is not yet consistently carried out. In some students' books, marking was infrequent and of little formative value being mainly congratulatory without pointing out strengths or areas for development.

The good curriculum has underpinned the improvements in students' performance. The curriculum is broad and balanced and allows a range of pathways for students suited to their needs. The introduction of new elements such as vocational courses in Key Stage 4 and 'Explore', 'Learning to Learn' and 'Learning to Live' in Key Stage 3, have brought a focus on skills development and preparation of students for future studies. The arrangements for transition from primary school are very good and appreciated by the students interviewed. Every primary school and every parent are met personally by a member of the senior leadership team. There is a good range of link activities with partner schools.

These are the grades for the quality of provision

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

How effective are leadership and management?

All the staff completing questionnaires state that they are proud to be a member of staff. Their pride is associated with overwhelming support for the view that the school is well led and runs smoothly on a daily basis. Inspectors endorse this and recognise the very effective leadership and management provided by the headteacher. In discussions with middle leaders and other staff in the school, it is evident that they share and understand the vision set out by the senior leadership team. The vision and associated innovations have yet to impact fully on the outcomes achieved by students. However, the upward trends in students' attainment and achievement are undeniable and bode well for continued improvement.

The governing body plays a good part in the improvements seen in the school. They are providing the support and challenge needed to sustain improvements. The governors require reports on progress from faculties in the form of written reports and in presentations in faculties. There are governors linked to each faculty which ensures effective communication and a governing body presence amongst staff. Relationships are good and the work of governors is valued by staff, 95% of whom believe the governors do an effective job in the school. The governors are working on improving communications with parents and carers, currently an area for development in the school, with around 12% of parents and carers responding not agreeing that the school takes account of their suggestions and concerns. The school is developing a range of ways of improving communication with parents and carers including giving them access to the school's virtual learning environment.

Arrangements for financial management in the school are good and the school has achieved the Financial Management Standard in Schools in March 2010. There are robust financial systems, well-kept accounts and an effective finance sub-committee of the governing body who have overseen the recovery from a large deficit budget to one that is now in balance. Given the good outcomes for students and the successful management of financial resources the school is giving good value for money.

The school promotes equal opportunities well and there are no racist incidents recorded. There are appropriate policies in place to support equal opportunities although it was not clear when some of them were last reviewed. No overt differences were seen in the way students were treated on the basis of gender, race or other characteristics. Scrutiny of performance data showed that a few groups, such as higher-attaining boys, were not making as good progress as other groups. The school is aware of this and is planning for improvement. The community cohesion plan is in need of review and modification but in practice the effectiveness with which the school promotes community cohesion is good. The Investing in Community Engagement Award in summer 2010 recognises the contributions they are making.

The school has made satisfactory arrangements for the safeguarding of students. There is a rigorous and systematic check on the suitability of adults to work with students. The central record of these checks is well kept and up-to-date.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

- Attainment is above average and progress of students in the sixth form is good.
- Progress in some subjects is low, such as in biology and chemistry. Some subjects have low retention rates.
- Students support each other well in lessons and collaborate effectively.
- Attendance in Year 13 is average, but that in Year 12 is below average.
- Teaching in the sixth form is seen to be stronger than that in the main school.
- Students have a good range of courses to choose from and a range of extra-curricular activities to join.
- The leadership and management of the sixth form are good.
- The leadership is aware of the variations in outcomes for students and performance is challenged through a rigorous system of monitoring and evaluation.
- The care, guidance and support provided in the sixth form are good and appreciated by the students.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

It is clear from the questionnaires completed by parents and carers that the very large majority agree that they are happy with their child's experience of this school. The same proportion agrees that the school is well led and managed effectively, their child is happy and the school keeps them safe. Most parents and carers agree their child is making enough progress, that the school is meeting their child's particular needs and that the teaching is good. Parents and carers show less confidence that the school is helping their child to have a healthy lifestyle with only 80% agreeing. The lowest agreement was found in the parent' and carers' responses to the school taking account of their suggestions and concerns. The rates of agreement were all around the national average apart from the lower agreements on the issues of healthy lifestyle and taking account of suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hornsea School and Language College 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 356 completed questionnaires by the end of the on-site inspection. In total, there are 1256 pupils registered at the school.

Statements	Strongly	Agree	Disagree	Strongly
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	agree						disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	131	37	206	58	15	4	2	1
The school keeps my child safe	128	36	209	59	9	3	0	0
My school informs me about my child's progress	130	37	192	54	16	4	1	0
My child is making enough progress at this school	127	36	192	54	15	4	3	1
The teaching is good at this school	110	31	214	60	11	3	0	0
The school helps me to support my child's learning	88	25	208	58	39	11	1	0
The school helps my child to have a healthy lifestyle	77	22	204	57	51	14	3	1
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)	118	33	187	53	20	6	3	1
The school meets my child's particular needs	113	32	205	58	13	4	4	1
The school deals effectively with unacceptable behaviour	94	26	196	55	46	13	2	1
The school takes account of my suggestions and concerns	78	22	197	55	40	11	4	1
The school is led and managed effectively	123	35	193	54	21	6	1	0
Overall, I am happy with my child's experience at this school	151	42	181	51	12	3	2	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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:	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. <ul style="list-style-type: none">• The school's capacity for sustained improvement.• Outcomes for individuals and groups of pupils.• The quality of teaching.• The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.• The effectiveness of care, guidance and support.
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 October 2010

Dear Students

Inspection of Hornsea School and Language College, Hornsea HU18 1DW

On behalf of the inspections team, I want to thank you for the way you received us into your school. You contributed well to the inspection by the way you talked with us freely and told us what you think of the school. It is clear from the evidence we collected that you enjoy being at school and feel safe and well cared for. The very large majority of you say that you learn a lot in lessons. The teachers are doing a good job in providing you with a good education.

We think that the headteacher and other leaders in the school are doing a good job. They have set good targets for the school. However, we do not believe that you always receive as much information as you need to know in order to improve further. We also believe that, despite the school providing you with good information on how to maintain a healthy lifestyle too many of you are not adopting a healthy lifestyle. Your parents think this too. So if you have not adopted a healthy lifestyle why not give it a go?

We think the school can help you to do even better. The school needs to:

- build on the progress already made in using assessment data to check on how well you are learning, especially for the most-able in supporting their independent learning
- improve the use of tutor time to ensure reviews between you and your teachers about your learning take place on a regular basis, so that you are challenged to do even better.

On behalf of the inspection team may I wish you all the best for your future.

Yours sincerely

Ian Richardson

Her Majesty's Inspector

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