

Hinde House 3-16 School

Inspection report

Unique Reference Number	107126
Local authority	Sheffield
Inspection number	356093
Inspection dates	17–18 March 2011
Reporting inspector	Katrina Gueli HMI

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

Type of school	Through school
School category	Community
Age range of pupils	3–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,195
Appropriate authority	The governing body
Chair	David Drayson
Headteacher	Chris French
Date of previous school inspection	4 December 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Inspectors observed 40 lessons taught by 40 different teachers; visited off-site provision for work-based learning at Key Stage 4 and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work including visiting the 'New Start Centre' and scrutinised documents relating to pupils' current attainment and progress, the school's own monitoring and evaluation of provision, minutes of meetings of the governing body and 141 parental questionnaires.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- The effectiveness of leaders and managers in securing sustainable improvement in provision and pupil outcomes, particularly in the secondary phase.
- The consistency of outcomes for different groups of learners.
- The impact of work to improve the Early Years Foundation Stage.

Information about the school

Hinde House School operates across two sites providing education in the primary and secondary phases. Approximately one quarter of the school's pupils is in the primary phase. The proportion of pupils from minority-ethnic groups has risen since the time of the last inspection, many of these pupils speak English as an additional language and a significant number are at an early stage of English language acquisition. The proportion of pupils with special educational needs and/or disabilities is broadly average. The number of pupils known to be eligible for free school meals is almost twice the national average. More pupils join or leave the school at times other than the usual points of transfer.

The school is part of a collaborative 'New Start Centre' project launched in March 2010 to address the needs of children and their families in the locality who are new to the United Kingdom. The school is designated as a specialist engineering college and holds a number of quality marks including Sportsmark, Artmark and the healthy school award. At the time of the inspection Year 10 students were on work experience.

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?

3

The school's capacity for sustained improvement

2

Main findings

Hinde House School is a satisfactory school that provides a caring and supportive environment for pupils, where leaders, governors and staff are relentlessly focussed on promoting pupils' learning, achievement and success. Since the time of the last inspection school leaders and staff have effectively managed notable contextual changes to the pupil population, built on existing strengths and tackled weaknesses robustly to bring about the improvement that the school required. The curriculum and teaching quality across the school are good. Consequently, pupils' attainment has risen and the variation in performance between different subjects and groups of pupils has been largely addressed. Primary pupils, including those in the Early Years Foundation Stage make good progress. The progress of students in the secondary phase, although satisfactory, is improving strongly. However, the school rightly recognises that pupils' attainment in writing in the primary phase and in mathematics in the secondary phase still needs to improve further.

Since the last inspection the rate of attendance has increased in the primary phase but fallen in the secondary phase. This has led to an overall decline and attendance is low. The school uses a wide range of effective strategies and partnerships to support pupils who are identified as persistent absentees and the impact of this work is improving attendance, particularly in the primary phase. In the secondary phase, although targeted work has improved the attendance of some identified groups, absenteeism for a small minority of students remains too high. The care, guidance and support for pupils across the school are good and the overwhelming majority of pupils say that they feel safe in school. Specific strategies such as the 'New Start Centre' provide good support for pupils and their families who are new to the United Kingdom, effectively easing pupils' transition into school and promoting engagement with parents well.

The effectiveness of the school's systems and procedures to safeguard pupils are outstanding. The school has used both internal and external review to evaluate the effectiveness of its policies and practices, and made necessary improvements in response to the findings.

The school has a very accurate view of pupils' current attainment and the quality of provision because monitoring is robust and evaluation sharply pinpoints strengths and areas requiring further development. The governing body have a detailed understanding of the school's priorities and make good use of committees to

challenge school leaders and monitor improvement. Leaders and managers including governors have clearly demonstrated that the school has a good capacity for sustained improvement.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate progress in writing in the primary phase by:
 - consolidating and extending the use of speaking and listening across the curriculum as a tool to improve writing.
- Raise students' attainment and progress in mathematics in the secondary phase by:
 - increasing the proportion of good or better mathematics teaching
 - making consistent and effective use of assessment information to support learning in mathematics.
- Improve attendance by:
 - extending the impact of effective work with targeted groups to tackle wider absenteeism in the secondary phase.

Outcomes for individuals and groups of pupils

3

Pupils' prior attainment on entry to Key Stage 1 is below average. In the national tests at the end of Key Stage 2 in 2010, pupils' attainment was broadly in line with the national average representing good progress relative to their starting points, particularly in reading and mathematics. Similarly, when students enter the secondary phase their prior attainment is well-below average overall. Historically, progress between Key Stages 2 and 4 has been satisfactory and pupils' attainment, although rising steadily, has remained well-below the national average by the end of the final key stage. However, data relating to pupils' current attainment, confirms that the trend of improvement in the secondary phase has accelerated and the gap between the national average and pupils' attainment in the school is closing more rapidly for the large majority of groups, including pupils who speak English as an additional language. This improving picture was reflected in the findings of the inspection with pupils' progress judged to be good or better in the large majority of lessons. Pupils with special educational needs and/or disabilities in both phases make similar progress to their peers because all staff know them well and provide very effective support for their learning and their well-being.

In both phases pupils show good attitudes to learning and a willingness to engage in tasks and activities during lessons. They collaborate well with their peers during group work and take responsibility for their own learning by assessing their progress and identifying how they could improve. Pupils behave well and their social, moral and spiritual and cultural development is good. Consequently, there is a strong

culture of respect for one another's differences ensuring that the school is a calm, cohesive learning community. Pupils value this school community and take good care of their learning environment. They are also keen to take on additional responsibilities to support their peers, the school and the wider community. Many pupils are actively involved in weekly enrichment activities, team sports and cultural experiences, confirming their commitment to adopting a healthy lifestyle. Opportunities across the school linked to the engineering specialism, enterprise projects and the strong work-related element in the Key Stage 4 curriculum make a good contribution to pupils' development of workplace skills and personal qualities that will contribute to their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is good across all key stages with examples of outstanding teaching observed during the inspection. Teachers have high expectations of what pupils will achieve and plan well to ensure that work is well matched to pupils' learning needs by building carefully on their prior knowledge and understanding. Good use is made of success criteria to ensure pupils are aware of the intended learning and how it links to their current level of working and personal targets. In the best lessons teachers adopt a good range of teaching styles, including the use of new technologies, and maintain a brisk pace to ensure pupils are consistently engaged in their learning. Additional adults are used well in the classroom and make a good contribution to pupils' progress through effective interaction and support. The use of assessment to support learning is good and is a key feature in helping pupils to make good progress. Consistent strengths include the use of questioning by teachers and other adults to check pupils' understanding and allow them to demonstrate progress and the use of assessment to adjust teaching within the lesson and inform future planning. Less consistent is the use of marking and written feedback to help move pupils' learning on. In the primary phase it is of very good quality in both the core and foundation subjects. At secondary, the picture is slightly

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

more variable ranging from very good in English to less consistently effective in mathematics.

The well-designed curriculum at both phases makes a good contribution to pupils' achievement, enjoyment and personal development. There is a strong emphasis on developing pupils' literacy, numeracy and information and communication technology skills in all subjects across the school. The whole-school focus on speaking and listening has contributed to accelerating pupils' progress in English at both phases. In the primary phase, a thematic approach to the curriculum is enjoyed by pupils and helps them to make links between subjects while developing their basic skills in different subject areas. At Key Stage 4, the curriculum has been reviewed and refined to ensure that students' learning needs are consistently well met. An extensive work-based learning component is accessed by approximately half of the Year 10 and Year 11 cohort allowing students to gain additional qualifications and first-hand experience in a range of industries. This programme successfully raises students' aspirations and develops their independent learning skills. The personal, health and social education curriculum contributes well to pupils' understanding of how to keep safe and ensures they gain a good awareness of factors that may influence their health and well-being. Weekly enrichment sessions offer provision across a wide-range of pupil interests and have a high take up across the school.

The school knows its pupils and their families well enabling staff to form an early and accurate view of individuals who may require additional support. Partnerships with outside agencies are strong and used effectively to complement in-house provision. Consequently, pupils most vulnerable to underachievement due to their circumstances, including those with very complex needs, receive well-targeted support which has a positive impact on their achievement and other personal development outcomes. Learning mentors and the family advocacy worker are proactive in signposting and acquiring support for pupils' families reflecting the school's commitment to improvement in the wider community. Work to support pupils at key points of transition is carefully tailored to meet the needs of individuals and groups ensuring pupils settle quickly and feel safe. Students also receive effective guidance as they near end of Key Stage 4 and the overwhelming majority progress into education, employment or training.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
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?

Leaders and managers have a clear and well-understood vision for the school's future across both phases which is shared by all staff. Cross-phase senior leadership roles combine effectively with phase-specific leadership responsibilities to provide a

wealth of expertise in the senior team. Challenging targets are used effectively to raise attainment at both phases because progress is monitored rigorously and underperformance of any identifiable group is quickly identified and addressed. Middle leaders in both phases understand their role in contributing to raising attainment and they are making good use of data to inform intervention actions and accelerate pupils' progress.

The governing body have a good range of skills and expertise ensuring they are well placed to influence the strategic direction of the school. The governing body rightly recognises the need to formalise current systems for seeking the views of parents and carers. The school's effectiveness in promoting equal opportunity and tackling discrimination is good. Action to address variation in performance between different groups has been largely effective. Pupil diversity is celebrated and positively promoted through the curriculum and the school's caring, inclusive ethos. The school has also taken effective action to promote community cohesion based on a detailed audit of its context. The positive impact of its work is clearly evident in the way that pupils from different backgrounds get on well together and in effective links with the wider community.

The cross-phase approach to safeguarding is excellently coordinated, with meticulous recording of information, prompt referral and very strong partnership working with outside agencies and families. Mechanisms for pupils to report concerns including an on-line facility are well understood. Staff and governors are well trained and have a detailed awareness of their responsibilities with regard to safeguarding.

These are the grades for the 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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Very few children who enter the Nursery have the skills expected for their age; most notably in relation to their language and social development. Children make good progress during their time in the Early Years Foundation Stage because every possible learning opportunity is maximised and by the end of the Reception Year most children have reached a good level of development across all areas of learning. Key elements in securing this good progress are the quality of adult-child interactions

which skilfully direct learning and the richness of learning resources that are available, including very good outdoor provision.

Assessment of children's progress is regular and accurate and used carefully to inform and adjust planning for a child's next steps in learning. The Nursery and Reception classes provide children with a safe and secure learning environment in which to develop with excellent adult-child relationships ensuring that each child feels unique and well prepared for transition into Year 1. Leaders of the Early Years Foundation Stage have rigorously tackled areas for improvement by robustly monitoring and evaluating provision and outcomes to identify priorities, developing staff expertise, and utilising effective partnerships to enhance provision and incorporating best practice.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who returned the questionnaires was lower than the average response rate for both phases. Very few parents or carers of pupils in Years 10 and 11 returned the questionnaire. Responses indicate that parents and carers have an overwhelmingly positive view about the school, particularly in relation to their child's enjoyment and their confidence that school keeps their child safe. Most parents and carers agreed or strongly agreed with all questions reflecting the findings of inspection in relation to the effectiveness of partnerships with parents and carers, and the quality of provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hinde House 3-16 School to complete a questionnaire about their views of the school.

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

The inspection team received 141 completed questionnaires by the end of the on-site inspection. In total, there are 1,195 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	44	75	53	3	2	0	0
The school keeps my child safe	68	48	71	50	1	1	0	0
The school informs me about my child's progress	62	44	75	53	2	1	0	0
My child is making enough progress at this school	54	38	78	55	5	4	0	0
The teaching is good at this school	59	42	75	53	4	3	0	0
The school helps me to support my child's learning	49	35	73	52	15	11	0	0
The school helps my child to have a healthy lifestyle	42	30	79	56	13	9	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)	47	33	68	48	5	4	0	0
The school meets my child's particular needs	49	35	83	59	4	3	1	1
The school deals effectively with unacceptable behaviour	47	33	74	52	12	9	5	4
The school takes account of my suggestions and concerns	40	28	85	60	6	4	3	2
The school is led and managed effectively	49	35	83	59	4	3	2	1
Overall, I am happy with my child's experience at this school	66	47	70	50	3	2	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 is for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ 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.



21 March 2011

Dear Pupils

Inspection of Hinde House 3-16 School, Sheffield, S5 6AG

You may remember that I visited your school recently with a team of inspectors. We would like to thank you for sharing your views about the school and the time you took to talk to us in lessons and in meetings.

Inspectors found that the school is a caring and supportive place for you to learn and develop with all staff strongly committed to helping you achieve your best. The overall effectiveness of the school is satisfactory but improving rapidly. The quality of teaching is good and the curriculum is carefully designed to meet your needs. Many of you have benefitted from good care and support to help you learn effectively. These elements of provision are already helping those of you in the primary phase to make good progress and in the secondary phase your progress is accelerating, closing the gap between your attainment at the end of Key Stage 4 and the national average. Inspectors were impressed with the way you get on together in school, respecting each other's differences and working well in lessons. You have a good understanding of how to keep yourself safe and many of you told us that you enjoy the good range of enrichment opportunities that help you to adopt a healthy lifestyle. The school councils work effectively and many of you contribute positively to the school in other ways, including taking good care of the school environment.

We have asked leaders and managers to improve a few aspects of the school's work. These are to:

- raise pupils' attainment and accelerate progress in writing in the primary phase and mathematics in the secondary phase
- help pupils with high levels of absence to improve their attendance.

I am sure you will continue to play your part by working hard and engaging fully in all that the school has to offer.

Yours sincerely

Katrina Gueli
Her Majesty's Inspector

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