

Hebburn Comprehensive

Campbell Park Road, Hebburn, Tyne and Wear, NE31 2QU

Inspection dates

9–10 January 2013

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

Summary of key findings for parents and pupils

This is a good school.

- It has improved since the last inspection because governors, leaders and managers have had a firm and successful focus on improving teaching and achievement. Consequently, standards have risen and students' progress has speeded up.
- Students come into Year 7 with standards which are often significantly below average. They achieve well as they move through the school. GCSE results at the end of Year 11 have been broadly average for the last three years.
- Students typically behave well in class and around the school. They say they feel very safe. Most are keen to succeed, arrive punctually and attend regularly.
- Systems for tracking students' progress at regular intervals during Key Stage 4 have been improved and are now very clear and effective. Consequently, all groups of students, including those supported by extra funds (the pupil premium) make good progress.
- Teaching is usually good and in some lessons it is outstanding. Most lessons are briskly paced, teachers are knowledgeable and enthusiastic about their subjects, and they make good use of interesting resources to help their students enjoy learning.
- There has been a seamless transition during the recent change of headteacher. Good leadership and management have ensured that staff continue to feel valued and morale is high. Consequently, the school is capable of improving further.

It is not yet an outstanding school because

- The good and outstanding teaching skills of staff are not fully shared across the school.
- Recent improvements to the curriculum and the systems for tracking students' progress at Key Stage 3 are already beginning to raise achievement. However, both aspects have still to be fully evaluated by the school.
- In some lessons students do not have sufficient opportunities to find out things for themselves, think deeply and solve problems.
- In a small minority of lessons teachers do not always check their students' learning regularly enough to give them exactly the right extra help as soon as they need it.

Information about this inspection

- Inspectors observed 39 lessons and part-lessons of which three were joint observations with senior staff. They also listened to students read.
- Discussions were held with students, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at students' books, progress data, safeguarding information and other documentation.
- Thirty-two responses to the on-line questionnaire (Parent View) were considered as well as those from the school's own parental survey and from school staff.

Inspection team

Ann Ashdown, Lead inspector	Additional Inspector
Christine Cottam	Additional Inspector
Peter Eeva	Additional Inspector
Anne Smedley	Additional Inspector

Full report

Information about this school

- This school is smaller than the average sized secondary school.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is above average.
- A well below average proportion of students is from minority ethnic backgrounds, and a similar proportion speaks English as an additional language.
- The proportion of disabled students and those with special educational needs who are supported at school action is below average as is the proportion supported at school action plus and with a statement of special educational needs.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.
- A small number of Year 11 students attend vocational courses at South Tyneside College.
- The school has specialist status in mathematics and computing.
- The acting headteacher has been in post for one term.

What does the school need to do to improve further?

- Raise standards and help students make even faster progress by:
 - checking how well recent improvements to the curriculum and to the systems for tracking students' progress at regular intervals during Key Stage 3 are working and amending these where necessary
 - improving the way in which teachers check on students' learning during each lesson so they are able to give them exactly the right help and support as soon as this is needed.
- Further improve the quality of teaching so that all lessons are consistently good and more are outstanding by:
 - sharing teachers' good and outstanding teaching skills more widely across the school
 - giving students more opportunities to learn on their own, think deeply and solve problems for themselves.

Inspection judgements

The achievement of pupils is good

- Students achieve well in lessons because they are keen to succeed, answer questions readily and concentrate on the task in hand. In a science lesson, Year 8 students made good progress as they confidently identified the different forms of energy being produced in a range of everyday situations.
- Students' starting points when they come into the school are often significantly below average, but by the time they reach the end of Year 11 they attain standards in GCSE examinations which are in line with the national average. Standards in English and mathematics continue to improve steadily and the proportion of students who make the progress expected of them compares favourably with national figures.
- The school's detailed progress data shows that current students in Year 11 are on track to reach their targets in examinations this year. The clear and detailed system for assessing and tracking students' progress at Key Stage 4 has more recently been used at Key Stage 3. Although its effectiveness has yet to be fully checked, it is already having an impact on speeding up the progress of younger students and making sure they get extra help if this is needed.
- Students who are entered in Year 10 for examinations in mathematics achieve well. Careful thought is given to when students should be entered for examinations depending on the needs of each student.
- Students who are supported by extra funding (the pupil premium) make good progress because this money is spent wisely on extra staffing to allow them to be taught in small groups and have one-to-one tuition when necessary. Consequently, the points scores gained in examinations by students eligible for free school meals show that the gap between the standards they reach and that of other students has reduced markedly in recent years.
- Disabled students, those with special educational needs, students from minority ethnic groups and those who speak English as an additional language also make the same good progress as their classmates, particularly in their reading. They receive skilled extra help from both teachers and teaching assistants and have access to specialist resources and information and communication technology (ICT) which add to their enjoyment of learning.
- The small number of students who are educated off-site attend regularly, are kept safe and achieve well.

The quality of teaching is good

- Teaching is rarely less than good and in some lessons it is outstanding. Since the last inspection leaders and managers have concentrated on improving the quality of teaching and this work has paid off.
- Most lessons are briskly paced and involve varied tasks and interesting resources. Teachers have high expectations of what the students can achieve and they use their knowledge and enthusiasm to make lessons enjoyable.
- Students' work is marked and assessed regularly and they receive good guidance on how well they are doing and how to improve.
- In an English lesson, students developed their literacy skills well and gained a deeper understanding of how texts can be persuasive. Through a carefully guided study of the text, the teacher helped them to empathise with people who are homeless and better understand their needs. Good teaching is enabling attainment in mathematics to rise.
- Teachers know their students well and most lessons are conducted in an atmosphere of respect and trust. Older students were keen to tell inspectors how they felt valued and supported by their teachers. Several students commented that, 'They will do anything to help us.'

- Some lessons are outstanding. Examples of these were seen in English, French, mathematics and music where students made rapid progress and teaching was inspirational.
- However, this good and outstanding teaching is not yet fully shared across the school. In a minority of lessons students do not have enough opportunities to find things out for themselves, think more deeply about what are were doing and solve problems.
- In most lessons, learning is checked regularly as the lesson progresses but this is not always the case. Consequently, the teacher does not always know when to give exactly the right additional help and support so that students can make even faster progress.

The behaviour and safety of pupils are good

- Students typically behave well around the school and in classrooms. During the inspection examples of exemplary behaviour were seen. They are polite and respectful to each other, to staff and to visitors. Records show that rare incidents of challenging behaviour are dealt with appropriately.
- Students say they feel very safe in school. The school makes sure students understand that there are different types of bullying and that these will not be tolerated. Students are confident that any concerns they have will be quickly resolved.
- Parents who responded to the online questionnaire strongly agreed that their children felt safe, are encouraged to behave well and are well looked after at school.
- Through assemblies, tutor time and lessons in different subjects, students are taught how to keep themselves safe, for example, when using the internet. Students spoke knowledgeably about the dangers of alcohol and drug abuse and also showed a good awareness of their own rights and responsibilities and of the needs of others.
- The school has successfully reduced the number of students who are persistently absent from school. Attendance is rising and is broadly average.
- A clear system of sanctions and rewards is understood by all students. A well managed area for a very small number of students who display challenging behaviour ensures they continue learning and are quickly returned to their regular classes.
- The school provides good support for students whose circumstances make them vulnerable. Teachers and mentors work closely with outside agencies to ensure students get the specialist help they need.

The leadership and management are good

- Since the last inspection leaders and managers have been unwavering in their focus on raising standards and helping students to make even faster progress. A seamless and well managed change of headteacher has also helped to ensure that the school's upward trend of improvement in teaching and achievement continues.
- The acting headteacher has a very clear view of the further improvement needed which is based on an accurate understanding of the school's performance and its strengths and weaknesses. Good arrangements for managing the performance of staff coupled with well targeted training to improve their skills ensures staff feel valued.
- Teaching is well led. Lessons are observed regularly and staff are given constructive help to improve their work. However, good and outstanding teaching skills are not yet fully shared across the school.
- Governors are appreciative of the support provided by the local authority when they appointed the acting headteacher. The local authority has also provided the support that is usual for a new headteacher during his first term in post.
- The school uses its resources well. Extra money provided through the pupil premium has been

used well to ensure all students have equal opportunities to succeed and any gaps between their attainment and progress are narrowing.

- The curriculum is well matched to the needs of students and successfully promotes their spiritual, moral, social and cultural development. There are good opportunities for students to study a range of both vocational and academic courses. Students were seen making good progress in acquiring skills in the adult environment of the well equipped hairdressing salon.
- The curriculum is reviewed regularly and recent changes to the way in which subjects at Key Stage 3 are organised is already helping teachers to keep a closer check on students' progress. The school's specialist status in mathematics and computing has had clear benefits on enriching the curriculum and providing staff and students with additional skills and resources in ICT.
- All safeguarding requirements are fully met. Staff are appropriately trained and aware of child-protection and risk-assessment procedures.
- **The governance of the school:**
 - governors are knowledgeable about the work of the school and provide support and challenge in equal measure
 - they are well informed about how pupil premium money is spent, about how the performance of staff is managed, how staff are rewarded and how weaknesses in the quality of teaching are tackled
 - they have a good understanding of data on the school's performance.

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	108731
Local authority	South Tyneside
Inspection number	401004

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	740
Appropriate authority	The governing body
Chair	Robert Pinder
Headteacher	David Thompson
Date of previous school inspection	30 June 2010
Telephone number	0191 483 3199
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