



Ofsted Inspection – January 2018

Our school was inspected by a team from Ofsted, led by Her Majesty's Inspector Steve Shaw, on 16th and 17th January 2018. Our previous 'full' inspection had been in October 2013, with a monitoring visit in November 2014.

The key finding in this inspection was that our school, Requires Improvement. This is a judgement that we agree with. The report is available as a hard copy on request and can be found [here](#), or at <https://reports.ofsted.gov.uk/>

Over the past four years, the way in which all schools have been held to account over student progress and outcomes has changed dramatically. Our school has not kept up with this pace of change nationally. The outcomes that our students have achieved when leaving the school have not been good enough and this was recognised by the school in 2017.

Since February 2017 there has been a change in senior leadership with my appointment as Headteacher, the appointment of two new Assistant Headteachers and three new Senior Leaders. In addition to these vital changes, the governing body has been overhauled and now has a greater capacity to challenge the leadership and the progress of the school. The inspection team recognise these changes in their statements about the strengths of the school,

The recently appointed Headteacher has an honest recognition of the school's weak performance in recent years. He is working with determination to make things better and, together with the governors, is steering the school in a purposeful direction.

And

The recently formed senior leadership team is energetic, capable and up for the challenge of turning the school around. These leaders are beginning to have a positive impact on the progress of pupils.

These acknowledged strengths are not to downplay the improvement that the school recognises that we need to make. These can be summarised as:

- *Rapidly improve the quality of teaching and learning so that all pupils, including those who are disadvantaged or who have special educational needs (SEN) and/or disabilities, make good progress and achieve standards in line with pupils nationally.*
- *Improve the quality and consistency of leadership and management.*
- *Ensure behaviour is consistently good.*



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Hetton School

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In addition to taking action on the improvements outlined, it is important to state the positives that inspectors found in our school.

The new assessment system enables a more accurate measure of how well pupils are doing. It also supports senior leaders in holding other leaders and teachers to account.

The quality of leadership and teaching in the local authority resource provision for pupils who have speech and language difficulties enables pupils to make strong progress.

Pupils are proud of their school and its caring, tolerant ethos.

...middle leaders understand the urgent need to improve teaching, and are embracing the responsibility.

In almost all year groups, a large proportion of pupils are now on track to achieve outcomes in line with their starting points when they joined the school. From such a weak and entrenched historic low base, this is encouraging.

Performance management targets are agreed with the Headteacher and are now closely tied to pupil progress.

Training for teachers is now more tightly focused on aspects which will make a difference to pupil achievement.

The most able are making progress

The impact of pupil premium funding and the Y7 catch up funding shows that eligible pupils are beginning to do better.

Parents are broadly supportive of the school and its new leadership. They feel that their children are well cared for and supported.

Pupils report that they feel safe in school and know how to keep themselves safe.

The school's work to promote pupil's personal development and welfare is good.

The Governing body has recently undertaken a re-structure with new members joining, bringing additional & appropriate skills. They are now in a much stronger position to set the strategic direction of the school & to work with the Headteacher & other leaders in improving pupil progress.

In lessons across and within subjects, some pupils are learning very well.

Pupils reported that bullying is rare but that when it does happen the staff deal with it effectively.

Pupil's conduct around the school is orderly and calm. They are polite to visitors and are enthusiastic about, and proud of, their school.

Pupils' attitudes to learning are generally positive. The majority want to do well and are eager to learn. Pupils spoke enthusiastically about their learning in a number of subject areas.



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In order to move forward from this point, with my senior team and governors, I have developed a priority plan. The details of the plan are complex but the diagram below summarises the direction we are heading:

Long-Term Why?	Improve the life chances of young people in our community	
Medium-term Priority	Change in Mindset and Aspiration: <i>Learn to Achieve</i>	
Short-term Priority	Increased progress of all students in all groups and years	
Mechanisms	Improved Teaching, Learning & Assessment	Improved Attitude to Learning
Focused strands	<ol style="list-style-type: none"> Standardised sequential learning planning Monitoring CPD 	<ol style="list-style-type: none"> Attendance Remove extremes of behaviour Reduce classroom disruption Overt teaching of social skills, expectations and resilience Improved targeted planning in the classroom for individuals

As you can see we will not compromise our overall objective to ‘Improve the life chances of young people in our community’ and our medium-term priority of ‘Changing the Mindset and Aspiration of our students’, but as the inspection report states, in order to achieve these aims we have to first improve teaching, learning and assessment, and students attitude to their learning. By doing this we will improve the progress made by all students, in all years and groups.

It is crucial that we move forward with this priority plan immediately, but it will not stop us continuing to do what we already do so well, including:

- Our sporting academies and teams
- Our international visits
- Our community work
- Our safeguarding of students
- Our commitment to British values, tolerance and equality of opportunity
- Our belief that we can all improve through a *Learn to Achieve* growth Mindset
- Our determination to challenge ourselves to be better every day
- Our celebration of student achievement
- Our partnership with local primary schools
- Our communication through Hetton Headlines and social media
- Our commitment to increasing social mobility

And

- Our approach to *Respect. Learn. Achieve*

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Headteacher



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