

Hasland Hall Community School

Inspection report

Unique reference number	112959
Local authority	Derbyshire
Inspection number	378620
Inspection dates	11–12 January 2012
Lead inspector	Trevor Riddiough 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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	829
Appropriate authority	The governing body
Chair	Tracey Parrott
Headteacher	Heather Boulton
Date of previous school inspection	9 December 2008
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Introduction

Inspection team

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Her Majesty's Inspector

Robin Fugill

Additional inspector

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Additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Inspectors observed 36 lessons taught by 34 teachers, of which six were joint observations with members of the senior leadership team. They also sat in on three tutor groups and two assemblies. Inspectors carried out brief visits to a series of other lessons and held meetings with senior leaders and other staff, groups of pupils, and the chair of the governing body. They observed the school's work and looked at the tracking of pupils' progress, performance data, pupils' work, whole-school and subject development plans, numerous policies, incident logs, and case studies. Completed questionnaires from 314 parents and carers, 144 pupils and 40 staff were received and analysed.

Information about the school

This school is smaller than the average-sized secondary school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are from White British backgrounds, and the proportion of pupils who speak English as an additional language is very low. The proportion of pupils with special educational needs is below average. The school meets the current government floor standards, which set the minimum expectations for attainment and progress.

The school shares its site with a junior school and the two schools share a communal dining facility as well as the off-site playing fields. Since the previous inspection, the school has had few staff changes and the number of pupils on roll has remained static.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- The school provides a satisfactory standard of education. It provides a caring and supportive environment for pupils. The headteacher and her team have a concerted approach to improving the school and lead developments purposefully.
- Most pupils make at least satisfactory progress. The progress of almost all pupils with special educational needs and/or disabilities is also satisfactory. The school's examination results are broadly in line with national averages. Teachers' expectations and the positive relationships in school enable most pupils to work hard and achieve satisfactorily.
- Teaching is satisfactory. Inspectors observed lessons where pupils were fully engaged and enthusiastic about their learning. There are, however, lessons where teaching does not secure the progress that should be expected of pupils, particularly those of higher ability across the curriculum. Sometimes pupils are not sure how to improve their work.
- Pupils' behaviour contributes to their satisfactory learning and the orderly school environment. The majority of parent and carer, pupil and staff questionnaires confirm this view. The large majority of pupils behave well most of the time. Management of behaviour is consistently applied, with clear expectations. Pupils conduct themselves well in classrooms and around the school, helping to ensure that they feel safe. In the large majority of lessons pupils show positive attitudes to learning.
- The school's leadership acknowledges that there are still issues that need to be tackled, particularly in the use of assessment to promote consistently good learning, so that pupils' achievement is raised further. The legacy of past underachievement, including in English, has been eradicated.
- Accurate and incisive self-evaluation by senior leaders coupled with decisive

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and timely actions have overcome most of the past weaknesses in subject performance and teaching. Middle leadership in these areas has also improved but not to the same extent, particularly in monitoring and improving the quality of teaching and ironing out inconsistencies.

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 achievement in all subjects by:
 - increasing the proportion of good or better teaching
 - providing the most able pupils with activities that provide good levels of challenge across the curriculum
 - ensuring that pupils in all lessons consistently understand how well they are doing and what they need to do to improve to meet their targets
 - ensuring that effective marking and feedback to pupils is provided consistently in all subjects.

- Improve the skills of middle leaders so that all can rigorously monitor and develop teaching and evaluate its impact on outcomes for pupils.

Main report

Achievement of pupils

Pupils join the school with attainment that is typically above average. By the time they leave the school past attainment has been above average with the exception of 2011, when it was average. In the past, overall progress levels in some subjects, including English, were below those normally expected, but the reasons have been identified and effective action has been taken to remedy this. As a result, current progress levels show marked signs of improvement. Pupils in the current Year 11 are on target for higher results in 2012 and inspectors' observations confirmed the school's view that standards and the progress that pupils make have improved. The recently improved and robust tracking system shows improved levels of attainment for pupils throughout the school. These improvements are the result of developments in the quality of teaching and learning and the targeted support for individual pupils who were at risk of underachieving. The school now systematically tracks pupils' progress to ensure that teachers are able to support pupils who are behind in their work and catch up in good time. The small number of pupils with special educational needs and/or disabilities make satisfactory progress in most subjects, and the gap between the attainment of those pupils known to be eligible for free school meals and the national average for all pupils is closing. The majority of lessons observed, work in books and discussions with pupils confirm that pupils

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have good attitudes to their work. With the exception of some most-able pupils, most are making progress at least in line with their capabilities. Responses from parents and carers were extremely positive regarding the progress their children make and inspection evidence supports this viewpoint.

Quality of teaching

Teaching is satisfactory and results in most pupils making progress that is broadly in line with that made by pupils with similar starting points nationally. Pupils enjoy learning and say that they benefit from the teaching they receive. This is summed up in comments such as, 'teachers always help you if you need help' and 'we have had excellent support at this school'. Questionnaires from parents and carers indicate that the vast majority believe that their child is taught well in this school.

The revised teaching policy sets clear expectations and procedures for good learning and models of good practice have been used effectively to drive improvement across the school. Teaching in English has made rapid improvement over the last year and much is now at least good. Teachers plan lessons that aim to interest and engage pupils. For example, in an outstanding English lesson the teacher enlivened pupils' interpretation and understanding of poetry by working in the role of the 'clown punk'.

Where teaching is good, expected outcomes are made clear and questions probe pupils' understanding and stimulate their thinking. Pupils' good behaviour enables group, practical and oral work to flow without interruption. For example, Year 11 pupils engaged enthusiastically in a thought provoking discussion in humanities about 'Why have a child?' Teachers' expectations enable most pupils to work productively. Assessment of pupils' learning during lessons and diagnostic marking and feedback is having a noticeable impact on progress in some subjects, but is not consistently in place across the curriculum. Pupils show consideration and respect for their teachers and for one another. As a result, strategies such as peer assessment can be used effectively to accelerate learning. However, assessment throughout the course of a lesson is not used consistently across all teaching; more-able pupils are not always adequately planned for or sufficiently challenged in lessons across the curriculum. These limitations restrict the progress that some pupils can make.

All teachers are aware of their responsibility for developing literacy and communication skills and there are examples of effective strategies to support weaker readers, particularly in their early years at the school. This is exemplified by one comment made to inspectors, reflecting the views of others: 'My child has difficulty with reading and writing but since attending Hasland Hall we have noticed a very big improvement.' In the best examples, feedback focuses effectively on spelling and use of technical terms specific to the subject. Communication skills are developed well in many cases but the use of vocabulary as part of more complex responses is often underdeveloped. Teaching is often used to promote pupils' spiritual, moral, social and cultural development which underpins their good behaviour and makes a positive contribution to their learning.

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Behaviour and safety of pupils

The school community is extremely harmonious and pupils were keen to let inspectors know that behaviour is good at all times. Pupils are welcoming, confident and comfortable with their teachers, visitors and other adults. The large majority of parents and carers are happy with behaviour in the school and all agree that their children are safe. Pupils are punctual to lessons and their good behaviour and engagement contributes to their satisfactory learning. Pupils respond well to the school's strategies for managing and promoting good behaviour. While a minority of parent and carer and pupil questionnaire responses noted that some classes were disrupted by poor behaviour, inspectors saw no instances of disruption to learning in lessons. Discussions with pupils indicated that these instances are rare and the school's own data on behaviour confirm this view. The school can provide notable examples of improvement of individual pupils who have previously demonstrated significant behavioural difficulties. In discussion, all groups of pupils asserted that they felt safe in school and that instances of bullying are rare, can be reported easily and are dealt with promptly. While pupils understand clearly how to keep themselves safe, opportunities for them to learn about safety on the internet and through networking sites is more limited. The school has worked hard to improve rates of attendance, which are now above average overall.

Leadership and management

The school is led effectively and collaborative leadership and management are driving forward improvements. Leaders collect evidence through a range of monitoring activities such as classroom observations and work scrutiny to support an evaluation of strengths and areas for improvement. This provides a broadly accurate picture, although findings are not always rigorously analysed by all subject leaders to identify where action is required, for example in tackling weaknesses in achievement. There are clear lines of accountability which enable senior leaders and heads of department to ensure the smooth running of the school. The key priorities are shared with staff so that there is a clear agenda for raising standards and improving teaching. Central to these improvements has been the establishment of ambitious target setting, linked to detailed tracking of pupils' progress. This leads to effective interventions for all identified individuals and groups, such as those for pupils known to be eligible for free school meals, previously identified as an underachieving group. Consequently, the school's effectiveness in promoting equal opportunities is satisfactory. Radical changes have been implemented to provide systematic assessment information across all areas of the school. The oversight of this tracking, its analysis and its use to improve learning is the responsibility of senior staff and middle leaders. This means it is easier for the governing body and leaders to gain a full overview, and for school staff to evaluate and explain the progress that pupils make.

Senior leaders recognise that some subjects are more successful than others in securing consistently good achievement and they are taking the appropriate steps to address this issue. The leadership of teaching has been particularly effective in

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ensuring that all teachers have a good understanding of what constitutes high quality teaching and learning and training programmes have been set up, informed by regular monitoring.

Governors discharge their responsibilities effectively. They understand the strengths and weaknesses of the school and bring expertise to their work. They are involved in the life of the school, listen to and act on the views of the leadership team, and are well-placed to challenge the school and seek further improvement. Procedures for the safeguarding of pupils are secure and the school's approach meets statutory requirements. The improvements in teaching and learning, behaviour, and the rigorous self-evaluation processes by the senior leadership at the school demonstrate the school's satisfactory capacity to sustain further improvements.

The broad and balanced curriculum enables pupils to achieve satisfactorily, and ensures that the vast majority successfully move on to further education, training or work. Extended learning days and the popular extra-curricular activities enrich the curriculum and do much to help pupils to develop as individuals. Inconsistencies in some subjects on how the curriculum is delivered limit the impact of the curriculum.

A wide range of actions are taken to ensure that the pupils' spiritual, moral, social and cultural development is embedded in subjects and promoted through lessons in personal development, assemblies, tutor-time and extended learning days. This has resulted in a cohesive learning community in which pupils develop important skills such as helping them to overcome barriers to learning and enabling them to participate as responsible adults in later life.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



13 January 2012

Dear Pupils

Inspection of Hasland Hall Community School, Chesterfield, S41 0LP

Firstly, thank you for the warm welcome you gave us during the inspection. We found it very helpful to talk to you, look at your work and visit your lessons. You helped us to understand what it is really like to be a pupil at your school. We found your responses in the questionnaires particularly useful.

Inspectors judge that you go to a satisfactory school. Standards in the past have been above average, they dipped last year but are now rising again. You are making at least satisfactory progress in many lessons. Your school is now making strenuous efforts to make improvements, so that you can make good progress in all your lessons. You receive effective guidance and support from your teachers. Staff work hard to support you in your work and your good behaviour and attitudes reflect the school's positive learning culture. You show a positive approach to your work and your attendance is good. This shows how much you enjoy school. You clearly enjoy a good range of learning opportunities beyond school, especially those in sport and physical education.

Your school is led effectively by your headteacher and her team of leaders and managers, who are determined to ensure that it provides the best for every one of you. To help improve your school further, we have asked your headteacher, the staff and the governing body to raise your achievement in all subjects by:

- making sure that you experience consistently good teaching
- ensuring that your teachers plan carefully so that all of you make the greatest possible progress
- giving you good advice on how to improve your work and reach your targets during your lessons and through the day-to-day marking of your work.

You have a part to play and you can really help your school by ensuring that you do not settle for anything other than your best and that you follow up the comments and suggestions that your teachers make to help you to improve your work. I wish you all success in the future and hope that you continue to enjoy your time at Hasland Hall Community School.

Yours sincerely

Trevor Riddiough
Her Majesty's Inspector

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