

John Hanson Community School

Inspection report

Unique Reference Number	116405
Local Authority	Hampshire
Inspection number	357958
Inspection dates	22–23 June 2011
Reporting inspector	Meena Wood

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	955
Appropriate authority	The governing body
Chair	Linda Bagwell
Headteacher	Richard Butler
Date of previous school inspection	31 October 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 30 lessons, observed 23 teachers, and held meetings with the Chair of the Governing Body, some parent governors, leaders and managers, teaching staff and students. They carried out a number of joint observations of lessons with the school's senior managers and shadowed selected students for longer periods in lessons. They observed the school's work, and looked at the school development plan and departmental reviews, a range of school policies, local authority reviews, governing body minutes, internal teaching and learning observations, students' work, questionnaires returned by 157 parents and carers, and those from students and staff.

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

- Whether teaching and assessment practice are sufficiently tailored to the needs of all ability groups, especially more able students, and those with learning difficulties and/or disabilities.
- The behaviour of students in lessons and around the school.
- The capacity of senior and middle leaders to ensure evenness in the quality of teaching and assessment practice across all subjects and key stages.
- The effectiveness of communication with parents in relation to the reporting of their children's progress.

Information about the school

John Hanson Community School is a slightly larger than average sized secondary school. It has specialist status in science. The proportion of students that have special educational needs and/or disabilities, most of whom have specific learning difficulties or behavioural, emotional or social difficulties, is well below national averages. The proportion with a statement of special educational needs is low. The vast majority of the students are White British, while a very small minority of students are from European backgrounds, with Portuguese, Polish or Slovak as their heritage languages. A low number of students are known to be eligible for free school meals.

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

John Hanson Community School is a good school. The strong senior leadership team has worked very effectively in the past two years and developed greater capacity within the middle leadership team. This, together with the school's very effective self-evaluation process, has raised educational aspirations for staff and students. More targeted monitoring of the quality of teaching, linked to teachers' professional development, has been combined with significantly improved tracking of students' progress in Key Stage 4 and intervention systems. This has resulted in improved attainment for the majority of students and higher challenge for all groups of students. Consequently, the school demonstrates a good capacity to improve. The school is continuing to tackle the low-lying disruptive behaviours of a minority of students through a more inclusive system of behaviour management. This is being well implemented by the majority of the subject leaders and teachers; students' behaviour is now good, exclusions have reduced and attendance is above national averages. However, in some curriculum areas such as mathematics and science, issues concerning poor student behaviours have not been as effectively resolved.

The school has addressed other priorities arising from the last inspection, with the result that subject leaders and teachers have a much better understanding of the features of good teaching. There are strengths in assessment across the majority of subjects and especially in English, but also inconsistency in teachers' checking of students' learning and the marking of their work in others. Although all staff have access to excellent updated information on their students' performance against targets, not all teachers and teaching assistants are using this to consistently plan lesson tasks and activities; this restricts the progress of more able students and those at risk of underachieving.

The Level 1 UNICEF Rights Respecting School Award (United Nations Convention on the Rights of the Child) reflects the school's ethos built on (RRR) Rights, Respect and Responsibilities. This lies at the heart of the education and care offered by the school and has contributed to the strong moral and social ethos of the majority of students. Most are polite, with many displaying good leadership qualities. In the majority of lessons, students are enthusiastic learners and, given the right opportunities, they develop independent learning skills and demonstrate detailed knowledge. The progress they make is good and, in some cases, outstanding. In the main, students with special educational needs and/or disabilities receive targeted support in developing their skills and subject knowledge during lessons and make good progress. The school has responded effectively to students' needs by restructuring the school day and providing a curriculum with appropriate pathways for students in Key Stage 4. This, along with the take-up of extra-curricular activities, has resulted in the majority of students becoming well-rounded individuals. Most leave school at 16 and enter further education, training or employment, equipped with good computing and sound numeracy skills. However, there is insufficient emphasis on the development of

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students' literacy skills across the curriculum. The school has decided rightly to review its specialist status in science, in view of the outcomes and in line with its perception of the needs of its student profile.

What does the school need to do to improve further?

- Strengthen the quality of assessment to support learning across all stages by January 2012, through:
 - greater checking of learning, deploying sharper questioning and other assessment techniques, including more rigorous marking of students' work
 - ensuring that learning activities are consistently well suited to students of all abilities, especially those who are higher attaining and those at risk of underachievement
 - managers identifying precise actions relating to assessment techniques and lesson planning to guide teachers and teaching assistants.
- Improve the monitoring of the behaviour management strategies through:
 - more rigorous scrutiny by all senior and middle managers of the impact of low-lying disruptive behaviours on the learning and progress of students during lessons, in particular, in mathematics and science
 - clearer communication on subsequent actions and recording of these by all staff concerned.
- A more detailed and rigorous focus on developing students' literacy skills in all subjects.

Outcomes for individuals and groups of pupils

2

Taking into account the results of those who have already been successful in GCSE examinations ahead of schedule, students in 2011 are predicted to reach above average attainment in gaining five or more A* to C grades including English and mathematics. These students arrived in Year 7 with attainment that was broadly average and so indicates good progress. However, inspectors' observations in lessons confirm that this positive picture masks varying attainment across the core subjects. Whereas in English students' performance is set to rise to well above national averages, in mathematics it is broadly average but below in science. Consequently, attainment is judged to be satisfactory overall. In the last year, managers and teachers raised attainment significantly for the majority of students in Year 11 through individualised tracking of students' progress against their targets and the provision of targeted out-of-class additional support and revision sessions. Owing to the strength of these initiatives for Year 11 and Year 10 students, those in Years 7 to 9 are now benefiting from a closer focus on their attainment and skills. Especially in English and music, students were highly responsive to well-structured paired or group tasks, actively contributed to discussions and visibly enjoyed their work. This is the result of clear assessment procedures.

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Students report that the school is a safe environment. Although aware of the importance of healthy lifestyles, a number of students are not actively adopting them. In addition, the school refectory does not encourage students to adopt healthy eating habits, for instance, by providing sufficient fruit and vegetables on a daily basis. Nevertheless, there is good take-up of extra-curricular sporting activities. Through form tutor sessions, students understand the importance of supporting one another; consequently, the majority have a good sense of how to behave and what is morally and socially acceptable. There are, however, insufficient opportunities for spiritual reflection, and students' awareness of the diversity of other cultures is limited. Students show their readiness to take responsibility within the school by, for instance, peer listening and mentoring of younger students, mounting imaginative displays of their artwork and enthusiastic involvement as sports leaders with primary school children.

While students' computing and numeracy skills are well developed, there is greater variation in their literacy and presentation skills across all subjects. Owing to the recent targeted approach in work experience opportunities, most students show the responsible personal attitudes and aptitudes they need for further education and the world of work.

These are the grades for pupils' outcomes

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

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?

Though there are exceptions, teaching and learning activities and tasks are generally well planned and in line with students' previous attainment and abilities. Students are

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encouraged to work purposefully, through the teacher deploying peer assessments, frequent checks of their learning, and open-questioning techniques that enable students to answer according to their abilities. Collaborative learning is a strength that visibly leads to good and excellent outcomes. Relationships between teachers and students are strong and help to build a mutually trusting learning environment. Information and communication technologies are used effectively by teachers and students to stimulate higher order thinking skills. For instance, in a good Year 10 physical education lesson, students using tablet computers combined footage of a national cricket event with that of their peers and, using assessment criteria, demonstrated sound analytical skills in their perceptive comparisons.

Teachers' feedback in lessons and targeted questioning, that enables all students to contribute to their learning, are exceptionally strong in some teachers' lessons but not in all. In some lessons, there is inconsistency in the way that teachers' marking and feedback is used to inform students about precisely what they need to do to improve. Here, insufficient attention is paid to the needs of the more able students and those in danger of underachieving. In this small minority of cases, students are insufficiently challenged or supported in their learning which results in low-level disruptive behaviours. Other than this, the tracking of students' progress directly supports improvements in their attainment and achievement through timely interventions. In the majority of lessons, strong multi-agency support is very effective in engaging vulnerable students with emotional, social and behavioural difficulties and helping those students with challenging behaviours. Sensitive mentoring ensures the care of foster children is excellent. One parent reported that the management of this was 'inspirational'. A strong feature of the RRR ethos is its implementation at transition stages with primary feeder schools. It helps to reduce the anxieties of pupils with social and emotional needs when they start Year 7.

The curriculum is responsive to the majority of students' needs through course pathways catering for students of all abilities. All students follow a computing course, developing appropriate skills and qualifications for their level and, following 'taster courses', can choose from a range of vocational courses as part of the 14-19 partnership. However, students report varying levels of satisfaction with the quality of advice and guidance they receive in Year 9.

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?

The headteacher's determined leadership has successfully transformed the school's learning and behaviour culture in a relatively short space of time. He is very ably

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supported by his senior managers in his efforts to accelerate students' achievements. The governing body is proactive and provides support and challenge to school staff through responsive individual governors' links with departments.

The school's development plan and self-evaluation contain a highly effective account of the school's strengths and the areas where it needs to improve. The school's self-evaluation process is accurate and includes effective input from governors and subject leaders. A strong emphasis is placed on the accountability of subject leaders for students' achievement. This new process of continuous dialogue between senior and middle leaders has been much valued by all managers in developing capacity to improve further. There are great strengths in the management of teaching, with considerable input from senior leaders on identifying the right priorities for professional staff development. The school has rightly identified the variability in assessment practice across the curriculum areas. The sharing of good practice across departments is not in place, despite some real strength in assessment practice across all subjects.

Safeguarding procedures are sound across all aspects of the provision. The school has some highly effective procedures, in particular, in the care of vulnerable students. In relation to the management of challenging behaviours and short-term absences of students, there are minor lapses in school communication systems and not all leaders are equally aware of their responsibilities in relation to behaviour management. The school is aware that it needs to prioritise these issues with urgency.

In line with its equalities policy, senior managers rigorously monitor students' progress and outcomes at individual and group level and ensure that all students remain safe from bullying and harassment. At present, the school does not systematically use this valuable information to influence strategy or design of provision. The school has successfully developed effective communication with its parents and carers through parent and pastoral support advisors, the website and questionnaires. In addition, parent governors make a strong contribution to the school. However, the six-weekly reporting systems do not provide sufficiently detailed information to all parents and carers on their children's progress. The school works productively with a range of external partners in support of the school's curriculum and in relation to the pastoral support and care of students, but the school is aware of the need to make sharper evaluations of their impact.

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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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The majority of parents and carers are happy with the education received by their children. Inspectors found evidence that supported the concerns of a very small minority of parents and carers who commented that the school's reporting systems of their children's progress do not give them as much information as they require, so that they are not able to support their children in their learning. Inspection evidence endorses these concerns and also those relating to the quality of their children's diets in school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Hanson Community 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 157 completed questionnaires by the end of the on-site inspection. In total, there are 995 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	38	86	55	10	6	2	1
The school keeps my child safe	67	43	83	53	5	3	2	1
My school informs me about my child's progress	82	52	65	41	7	4	1	1
My child is making enough progress at this school	69	44	68	43	17	11	2	1
The teaching is good at this school	44	28	99	63	12	8	1	1
The school helps me to support my child's learning	41	26	92	59	21	13	0	0
The school helps my child to have a healthy lifestyle	24	15	114	73	13	8	4	3
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)	40	25	100	64	8	5	1	1
The school meets my child's particular needs	39	25	105	67	7	4	1	1
The school deals effectively with unacceptable behaviour	41	26	92	59	15	10	3	2
The school takes account of my suggestions and concerns	26	17	103	66	15	10	4	3
The school is led and managed effectively	48	31	88	56	14	9	2	1
Overall, I am happy with my child's experience at this school	56	36	88	56	10	6	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



24 June 2011

Dear Students

Inspection of John Hanson Community School, Andover SP10 3PB

Thank you for the warm welcome you gave us when we visited your school recently. We enjoyed being in your lessons and talking to you and seeing your work. We judged that John Hanson Community School is a good school.

- Between Years 7 and 11, most of you make good progress in your learning and achieve well. If you are not making the progress you should by Years 10 and 11, the school provides you with good additional subject support. We were impressed by your good behaviour and your regular attendance, as these help you develop into responsible and caring citizens.
- The care, guidance and support you receive are good and, for those of you who experience difficulties in your personal or family life, the support you receive is excellent. The range of courses you follow helps you to be successful in your studies.
- You make a positive contribution to your school life and to the outside community and are well prepared for the next stages in your learning and life.

To help the school improve further, we have asked the school's leaders to do the following:

- Encourage teachers to consistently give you precise feedback on how to improve your work, to check your learning in lessons more rigorously through sharper questioning and other ways, to help you do even better in your studies
- Ensure all staff look more closely at the minority of you who misbehave in lessons, in particular in science and mathematics, so that you do not disrupt the learning of others and, ensure teachers identify precise actions that guide them in improving your learning and progress
- Enable all staff to work more closely with you on developing your literacy skills in all subjects.

We wish you all the very best for the future.

Yours sincerely

Meena Wood

Her Majesty's Inspector

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