

Hameldon Community College

Inspection report

Unique Reference Number	134995
Local Authority	Lancashire
Inspection number	360669
Inspection dates	8–9 June 2011
Reporting inspector	Lynne Selkirk 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	430
Appropriate authority	The governing body
Chair	Mrs Alex Bird
Headteacher	Ms Gill Broom
Date of previous school inspection	21 February 2007
School address	Byron Street Burnley Lancashire BB12 6NU
Telephone number	01282 683040
Fax number	01282 779350
Email address	head@hameldon.lancs.sch.uk

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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 26 teachers in lessons and also observed an assembly. A joint lesson observation was carried out with the headteacher. Meetings were held with senior and middle leaders, a group of teachers, groups of students and members of the governing body. The lead inspector had a telephone conversation with the School Improvement Partner. Inspectors observed the college's work and scrutinised documents, including those for safeguarding pupils and other policy documents, students' targets and tracking data, the college's self-evaluation, improvement plans and minutes of the governing body meetings. In addition, 76 questionnaires completed by parents and carers and those returned by staff and students were analysed.

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

- The achievement of all students in both key stages, particularly in mathematics.
- The quality of teaching, the level of teacher expectations and how well assessment information is used to plan and deliver lessons to meet the needs of all students.
- The impact of care, guidance and support and the curriculum on improving achievement and outcomes, including attendance and attitudes to learning.
- The quality and capacity of leadership and management at all levels in monitoring and evaluating the quality of provision and driving forward strategies to bring about swift improvements in outcomes for students.

Information about the school

Hameldon Community College is smaller than most secondary schools and the number of students on roll is falling. There are more boys than girls on roll. The school is part of the Building Schools for the Future initiative in Burnley and the new college building was opened in September 2010. The proportion of students known to be eligible for free school meals is above the national average and increasing. The proportion of students who have special educational needs and/or disabilities is more than twice the national average, as is the proportion of students with a statement of special educational needs. The majority of the students are from White British backgrounds. About a fifth of the students are from an ethnic minority background. The college has a Special Educational Resource Facility for students with a hearing impairment. Hameldon Community College has a specialism in business enterprise and science.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The college is therefore given a notice to improve. Significant improvement is required in relation to raising attainment and increasing the rate of students' progress.

Hameldon Community College has been through a turbulent period of change and has dealt with a number of substantial challenges, including falling rolls in recent years. It is now starting to show improvements in some areas of work. A relatively high turnover of teaching staff has made continuity of teaching difficult, particularly in mathematics, and this has slowed the rate of improvement. Attainment is low and has been for the past three years. The progress made by all groups of students, including those who have special educational needs and/or disabilities, is inadequate although it is starting to improve.

The move to a new building in September 2010 had a strong and positive impact on the self-esteem of students and staff. Students speak confidently about their pride in Hameldon, the increased stability in their learning and the opportunities that are afforded them. Students make a good contribution to the college and the wider community. They enjoy their roles as prefects, reading buddies and as representatives on the college's governing body. One Year 11 student commented on the changes over the last few years and how the college now felt like a family. The college cares well for its students and provides good support, especially for the most vulnerable. Attendance is a high priority and is improving. Safeguarding arrangements are good. Students feel safe and have a satisfactory understanding of what is needed to sustain a healthy lifestyle. Students are polite and friendly and they generally behave sensibly in lessons and around the college.

The quality of teaching is satisfactory but teaching and learning are not consistently strong enough to ensure that students make the rapid progress needed to raise attainment. Whilst the quality of teaching is improving this has not had sufficient impact, particularly in terms of how well teachers use assessment to support learning. Not all lessons are planned well enough to take into account the prior learning of all students and to provide a high level of challenge. There is an inconsistency in the opportunities given during lesson time for students to reflect fully and talk about what they have learned. Where lesson activities are not varied enough to match students' learning needs, their attention wanders and behaviour deteriorates. In the best lessons there is a sense of urgency, high expectations for each student and sharply-focused objectives.

The headteacher and leadership team know the college well. They have identified accurately its weaknesses and barriers to improvement. They are resilient in their approach to overcoming the challenges and focusing wholeheartedly on improving

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learning. Weaknesses in literacy are being addressed, although there are still missed opportunities for students to apply both their literacy and numeracy skills across the curriculum. Evaluation is frequent and accurate and a number of key leadership and management systems have been introduced to improve accountability throughout the college. These changes include the introduction of more incisive tracking of students' progress in all groups, which swiftly identifies underachievement and enables a range of support to be put in place. There is more rigour in the monitoring of teaching and learning and increased opportunities for staff to engage in professional dialogue, to benefit from bespoke professional development and to share best practice. These things are bringing about improvements. Changes to the curriculum offer personalised pathways to students in Key Stage 4, which include a range of additional vocational opportunities. These are improving students' attitudes, enjoyment and well-being. Whilst the measures introduced are yet to impact fully on students' outcomes, they demonstrate a secure capacity to resolve the current weaknesses in students' achievement.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching in order to raise attainment and accelerate students' progress by:
 - – developing teachers' use of assessment to support learning so that tasks provided in lessons are always closely matched to the ability of individual students, ensuring consistently high levels of challenge and support as appropriate to their needs
 - – ensuring that in all lessons, students are more actively involved in reviewing their own learning against their challenging targets
 - – ensuring that students have regular opportunities to reflect on their learning and share their thoughts and ideas with others
 - – increasing the opportunities for students to practise and develop the application of their skills in literacy and numeracy in all areas of the curriculum.

Outcomes for individuals and groups of pupils

4

Over time, students' attainments have been significantly below average and their progress has been considerably less than could be expected for almost all groups of students. The proportion of students gaining higher grades at GCSE, in the majority of subjects, is also below average. Inspectors observed students' progress in lessons to be variable but satisfactory overall. However, given students' low starting points, satisfactory learning and progress in lessons is not enough to fully address their underachievement and hence progress overall is inadequate. The few students with hearing impairments make good progress because of the well-targeted, additional support they receive.

Students overwhelmingly consider the college to be a safe place; they know who to go to if they have concerns and are confident that these concerns will be addressed. Students' spiritual, moral, social and cultural development is satisfactory. Students have opportunities through assemblies, curricular experiences, the 'Learning for Life' programme and their extensive Fairtrade activities to develop an understanding of diversity and responsibility. Despite good behaviour in many lessons and at social times, the disruptive behaviour of a minority of students means that behaviour overall is judged to be satisfactory. However, the relentless approach to improving students' behaviour is

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beginning to have an impact. The specialist provision in Business and Enterprise, the focus on developing 'Specialism Skills' and the increase of more vocational courses at Key Stage 4 support students' preparation for future life satisfactorily.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3
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?

Teaching observed during the inspection was satisfactory. Relationships are good. There has been a strong drive to develop teachers' practice but this is yet to be fully embedded and not enough teaching is consistently good or better to fully address students' underachievement. In the minority of good lessons, all students are challenged and remain focused throughout because of the range of carefully planned and engaging tasks. In a mathematics lesson, students made outstanding progress when learning about relative number values because success criteria were clearly explained, work was planned carefully to meet the needs of all the group and students were encouraged to solve problems and learn from each other. In the majority of lessons, tasks are too centred on meeting the needs of the middle ability within the group and students are not given the time to reflect and talk about what they have learned.

Recent improvements to the curriculum mean that it is now better designed to meet students' learning needs. There is a wider range of opportunities for all students to gain qualifications and take part in stimulating enrichment and extra-curricular activities. The care, guidance and support for students whose personal lives are difficult are strengths of

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the college's work. Measures to identify students who are starting to slip behind in their learning have been improved and there are a range of interventions and one-to-one programmes to refocus and reengage students. Transition arrangements are thorough when students join the college and guidance on curriculum options and post-16 routes are well-planned.

These are the grades for the quality of provision

The quality of teaching	3
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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads the college with determination. Despite a series of significant challenges over recent years staffing has stabilised and the college has continued to focus on improvement. Capacity has strengthened as inconsistencies in the quality of subject leadership have been tackled, although these changes have not had time to impact sufficiently on academic outcomes. Through more rigorous monitoring and evaluation, challenging targets have been adopted and have raised expectations about what students can achieve, but until recently there has been limited use of these targets to hold all teachers to account for students' progress. The college is working with a range of partners to improve teaching and learning and offer a more variable and flexible curriculum. These partnerships contribute well to promoting students' well-being but have less impact on promoting their learning. The latest tracking information and predictions show an improvement in overall attainment and senior leaders are confident that this will be achieved. Rates of attendance are improving and the impact on learning through targeted actions demonstrates that the college is promoting equal opportunities satisfactorily.

The governing body has a satisfactory understanding of the main issues facing the college but recognises that further training in the use of data is required in order to enable governors to challenge further and hold the college fully to account. Good procedures and practices are in place to ensure and promote safeguarding and security measures are robust. The college has a good understanding of its own and the local community and there are satisfactory opportunities for students to learn about aspects of different national and international communities.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

Those parents and carers who responded to the questionnaire are supportive of the college and the very large majority agreed with all the statements in the questionnaire. Although most of the parents and carers believe that their children are making enough progress at Hameldon Community College, the inspectors found that whilst progress was improving, it is currently inadequate. Almost all parents and carers agree that the college provides a safe environment and the view of the inspection team is that strong support is given to promote students' welfare. A very small minority believe that the college does not deal effectively with unacceptable behaviour and inspectors took note of this, together with observations during the inspection, in judging that behaviour is satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hameldon Community College 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 430 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	33	45	59	4	5	2	3
The school keeps my child safe	25	33	50	66	0	0	0	0
My school informs me about my child's progress	32	42	39	51	4	5	1	1
My child is making enough progress at this school	33	43	38	50	5	7	0	0
The teaching is good at this school	24	32	45	59	6	8	0	0
The school helps me to support my child's learning	21	28	46	61	7	9	0	0
The school helps my child to have a healthy lifestyle	23	30	44	58	6	8	1	1
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)	26	34	44	58	2	3	2	3
The school meets my child's particular needs	28	37	42	55	4	5	1	1
The school deals effectively with unacceptable behaviour	28	37	38	50	6	8	3	4
The school takes account of my suggestions and concerns	20	26	48	63	4	5	2	3
The school is led and managed effectively	23	30	47	62	4	5	2	3
Overall, I am happy with my child's experience at this school	24	32	45	59	6	8	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.



09 June 2011

Dear Students

Inspection of Hameldon Community College, Burnley, BB11 5BT

Thank you on behalf of the inspection team for the warm welcome we received when we visited recently. We enjoyed talking to you in lessons and in meetings. We looked at your work and read the questionnaires that you and your parents and carers had completed. You told us how proud you were of your new building and the range of responsibilities you have in contributing to the life of your college. You also told us that the college prepares you well for the future and that you learn a lot in your lessons.

However, we found that that the college needs to do better in some important areas so we have given it a 'notice to improve'. This means that inspectors will visit again to check on how well the college is improving. You are generally not making the progress needed to ensure that you can achieve well enough in your examinations. You are capable of achieving so much more.

Your headteacher agreed with us that the main thing that the college should do to improve further is to raise attainment and improve the rate of progress you make. I have asked the college to do this by:

- ensuring that there is the right amount of challenge in all your lessons
- giving you more opportunities to reflect and talk about your learning
- increasing the opportunities you have to practise and develop the application of your literacy and numeracy skills in all subjects.

We know that your headteacher, the governing body and all the staff have your best interests at heart and we hope that you will all play your part by attending regularly, behaving well and doing your best in all your lessons. We wish you well for the future.

Yours sincerely,

Lynne Selkirk

Lead Inspector

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