

# Handsworth Grange Community Sports College

## Inspection report

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<b>Unique Reference Number</b>	107148
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	377540
<b>Inspection dates</b>	23–24 May 2012
<b>Lead inspector</b>	Katrina Gueli HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,012
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ed Wydenbach
<b>Headteacher</b>	Anne Quaile
<b>Date of previous school inspection</b>	18 March 2010
<b>School address</b>	Handsworth Grange Road Handsworth Sheffield S13 9HJ
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## Introduction

### Inspection team

Katrina Gueli  
Tanya Harber Stuart  
Janet Pruchniewicz  
Christine Addison

Her Majesty's Inspector  
Her Majesty's Inspector  
Additional Inspector  
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 35 lessons taught by 34 different teachers and a specialist tutor for students who speak English as an additional language. Meetings were held with groups of pupils, representatives of the governing body and staff. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work, and looked at documents including the school's monitoring and evaluation of provision, safeguarding information, data on students' attainment, progress, attendance and behaviour, and minutes of meetings of the governing body. Inspectors also scrutinised 253 questionnaires from parents and carers and those completed by 167 students and 42 staff.

## Information about the school

Handsworth Grange Community Sports College is an average-sized secondary school. The proportion of students from minority ethnic backgrounds, mainly from Pakistani, Bangladeshi and Eastern European heritages, has increased from below to broadly in line with the national average since 2009. The proportion of students who speak English as an additional language is now higher than the national average. The proportion of disabled pupils and those supported by school action plus or with a statement of special educational needs is above the national average. The proportion of students known to be eligible for free school meals is broadly average. The school is a specialist sports and information and communication technology (ICT) college. The school meets the current floor standards set by the government, which determines the minimum expectations for attainment and progress.

It is currently undergoing extensive rebuilding work that is due to be completed in 2013. In March 2010, the school was judged to no longer require special measures. The school holds a number of awards including the Leading Parent Partnership and International School awards and the Quality in Careers Standard.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It is not yet outstanding because a small minority of teaching is satisfactory and leaders must ensure that all monitoring and evaluation focuses sharply on the impact of actions on improving students' progress.
- Students achieve well. Attainment has risen strongly since the previous inspection and current data, including results of early entry for GCSE examinations, confirm that students are making good progress. Gaps remaining between the attainment of some groups of pupils and the national average are narrowing rapidly.
- Teaching has also improved significantly since the previous inspection and is good overall. There are a number of outstanding practitioners in the school. The very small proportion of inadequate teaching evident at the time of the previous inspection has been eradicated. A small minority of satisfactory teaching remains, predominantly, but not exclusively, in the core subjects.
- Students' behaviour is good, ensuring that the school is a harmonious community and the vast majority of students feel safe in school. Similarly, good relationships between students and staff and students' willingness to work ensure that learning in lessons is rarely disturbed by inappropriate behaviour. Bullying is addressed robustly and students typically respect others' differences. Attendance has improved significantly as a result of sustained and effective action by school leaders.
- Leaders and managers, including governors, have successfully improved achievement, teaching quality, behaviour and attendance since the previous inspection. The effective leadership of teaching and the robust management of performance have ensured that the large majority of teaching is good or better across the school. Self-evaluation is accurate and findings have been used well to promote improvement. The broad curriculum is carefully tailored to meet

students' needs and interests and makes a good contribution to their social, moral, spiritual and cultural education.

## **What does the school need to do to improve further?**

- Develop teaching so that it is consistently good or better by:
  - drawing further on the good and outstanding practice in the school to support the professional development of other teachers
  - making consistent use of assessment information to plan learning that meets the needs of all students well
  - ensuring that questioning by all teachers promotes learning and extends students' thinking
  - improving the impact of marking so that students are enabled to improve the quality of their future work
  - extending opportunities for students' independent learning by ensuring that teacher talk does not dominate learning time.
- Ensure that all monitoring and evaluation of provision focuses sharply on the impact of actions on students' progress.

## **Main Report**

### **Achievement of pupils**

Students' attainment on entry to the school is declining and is significantly below the national average for students currently in Years 7 to 10. Students in the current Year 11 started the school with attainment that was broadly in line with the national average.

Over the last three years, there has been a significant improvement in all attainment measures and school data, including GCSE results already gained in English and mathematics, indicate that attainment will be above the national average in 2012. This represents good progress relative to students' starting points and accelerated progress during Key Stage 4, countering the slower progress made by students during their first few years in the school. This faster progress reflects the improved quality of teaching across the school and the very effective support and intervention for students who are identified as underachieving.

Good or better learning and progress were observed in the majority of lessons during the inspection which confirms the views of most parents and carers that their child is making good progress at this school. Disabled students, those with special educational needs and those whose circumstances make them vulnerable to underachievement also make good progress. This is because the curriculum is well matched to their needs, support in lessons effectively enables their learning and extensive work beyond the classroom helps them address personal barriers to learning successfully.

There is a strong focus across the school in helping students to develop their skills of reading, writing, communication and numeracy. For example, additional literacy lessons in Years 7 and 8 help to accelerate the progress of students who enter the school with reading and writing skills below the level expected for their age, including those who speak English as an additional language. In subject lessons, teachers regularly emphasise the importance of good spoken and written English when students are contributing to class discussions or completing written tasks. Students who speak English as an additional language and who are at an early stage of English language acquisition also benefit from extra specialist teaching to enable them to make good progress in developing their speaking and listening, and reading skills.

## Quality of teaching

The quality of teaching has improved since the previous inspection and is good overall. A small, but increasing proportion of teaching across different subjects is outstanding. Inspectors observed good teaching in all subjects and examples of outstanding teaching in geography, design and technology, mathematics and in an English lesson for speakers of other languages. Teaching in the school's specialist subjects of physical education and ICT is also consistently strong.

Where teaching is good or outstanding, lessons are typified by very good relationships; teachers' skilful use of questioning that ensures that students are engaged in the lesson and that their learning and thinking are promoted well; and, effective use of assessment data to provide challenging resources and activities that are carefully tailored to interests and academic needs of individuals and groups of students. These aspects enable students to make good or better progress. For example, in a Year 8 geography lesson on ecosystems, the teacher gave an excellent explanation of the issues and provided a wide range of stimulus material that successfully enthused students. Students then worked collaboratively, using the resources to tackle challenging activities confidently and, as a result, made outstanding progress. Students also reflected on the work they had done, including the views of different people, making an effective contribution to their social, moral spiritual and cultural development. Disabled students and those who have special educational needs are also taught well. Again, this is because assessment information is used effectively to match activities to their needs in order to build on prior learning and to check frequently their progress in lessons. Teacher/student interactions also skilfully promote progress.

In lessons where students' progress was satisfactory there was often a predominance of teacher talk, resulting in more limited opportunities for students to work independently or in groups to develop their knowledge and understanding. Questioning was typically less effective because questions posed did not allow students to give in-depth answers or they were given insufficient time to think through their answers, limiting the impact on their learning and progress. In these lessons, all students were also often asked to complete the same work, regardless of their academic ability, which meant that the task was too easy for some and too challenging for others.

Teachers' marking of students' books is regular and there is some good practice in the use of written feedback to enable students to improve their work and make further progress. However, the school has rightly identified through its own monitoring that this good practice is not yet consistent and marking does not always support students' future learning as well as it could.

## **Behaviour and safety of pupils**

Inspectors found that the behaviour over time, of most students, is good. This matches the views of most parents and carers and the large majority of students. Despite the challenges presented due to ongoing building works, students' movement around school is generally calm and orderly. Although this is a diverse school community, out of lessons, there are positive relationships between most students and their peers. A minority of students and small proportion parents and carers raised concerns about disruptions to learning in lessons; interviews with students confirmed that although some low-level disruption does sometimes occur, staff deal with this quickly, consistently and effectively. In lessons observed, students typically displayed positive attitudes to learning and a willingness to contribute in group tasks or engage in discussions. Inspectors saw very little evidence of low-level disruption but, where observed, it was managed effectively; usually, this less positive classroom behaviour was seen as a result of teaching that was satisfactory, rather than good. Individuals who need help to improve their behaviour receive very effective support, resulting in notable improvements. There has been a large reduction in incidents of exclusion.

Most students say they feel safe in school and that bullying is dealt with effectively. They have a good awareness of different types of bullying, including cyber-bullying and show respect for each other. Nevertheless, a very few students of those interviewed mentioned that sometimes students do not feel confident to report incidents of bullying. Inspectors found that systems to deal with bullying or prejudice-based incidents were robust and effective. Students are aware of how to keep themselves safe in a range of situations and also demonstrated the ability to work safely in practical lessons, such as physical education or science.

The importance of good attendance has a high profile across the school and systems to tackle student absence are very robust. As a result, there has been a significant increase in students' overall attendance and a decline in the number of persistent absentees. School data show that attendance is above the national average. Punctuality has also been improved, ensuring that learning time is maximised.

## **Leadership and management**

Good leadership and management, including governance, have ensured that the school has continued to improve strongly since the previous inspection. An unrelenting focus on raising attainment, improving provision and securing better attendance has ensured that students are now making good progress and are well prepared for the next stage of their education. Consequently, almost all students progress into education, employment or training at the end of Year 11. Extensive monitoring and accurate evaluation have enabled leaders and managers to take appropriate and effective action to improve students' achievement and make sure

that any remaining attainment gaps for particular groups of students are narrowing quickly. Middle leaders have a clear understanding of their role in contributing to whole-school improvement. They can describe confidently the impact of their work on student outcomes and their current priorities to secure further development. Assessment data are used well to monitor students' progress and hold staff to account for securing good student outcomes. The school promotes equality and tackles discrimination well. The professional development of staff is effective and valued. For example, coaching, sharing good practice, team teaching and external training have been combined well to enhance the classroom practice of individuals. The school demonstrates good capacity to improve further. There is a wide range of skills and expertise shared between members of the governing body and governors show a strong commitment to being involved in the life of the school. These first-hand experiences and the information gained through detailed and accurate reports from school leaders enable the governing body to support and challenge the school well. The school's arrangements for safeguarding meet statutory requirements and there is a strong culture of safety within the school.

The impact of the curriculum on learning is good. The curriculum is flexible and responsive to the needs of individual students with some receiving highly bespoke curriculum packages to support their learning. Good use is made of partnerships to extend the curriculum, for example, to enable students to follow a more work-related learning pathway, where appropriate. The curriculum has been reviewed and developed in response to the changing characteristics of students joining the school. As a result it is promoting the development of students' literacy and numeracy skills more effectively in all subjects. Early intervention is also being used increasingly to help students whose circumstances may make them vulnerable to underachievement develop the skills and qualities needed for educational success. The curriculum promotes students' spiritual, cultural, moral and social experiences well. For example, there are a wide range of extra-curricular activities and experiences, including trips and visits that enhance the taught curriculum in this respect and promote students' enjoyment.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.
Floor standards	the national minimum expectation of attainment and progression measures
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.**



25 May 2012

Dear Students

**Inspection of Handsworth Grange Community Sports College, Sheffield, S13 9HJ**

You may remember that I visited your school recently with a team of inspectors. We would like to thank you for making us feel welcome, sharing your views about the school and talking to us about your work. I would like to extend a special thank you to those of you who completed the questionnaire and to those who I heard read.

We found that your school has improved a lot since it was last inspected and it is a good school. You are making good progress because teaching is good, most of you behave and attend well and the curriculum is carefully planned to help you learn and develop your skills of literacy, numeracy and ICT. You told us that the large majority of you feel safe in school and that staff deal with concerns well, for example, if you have been bullied or feel unhappy about something. All of you should feel confident that the staff will address any issues that you raise because they have really good systems in place to sort problems out and they care a lot about how you feel. Leaders and managers in the school check carefully how well you are doing and take effective steps to help you get back on track if you are underachieving. It is good to see that almost all of you continue into education, employment or training at the end of Year 11.

There are two things we have asked the school to do. The first of these is to make sure that all teaching is of good quality in all subjects. Second, we have asked staff to focus more closely on what difference the school's work makes to your progress when they are checking the school's effectiveness.

I am sure you will help the school to continue to improve by sustaining your good behaviour and better attendance.

Yours sincerely

Katrina Gueli  
Her Majesty's Inspector

