

Hameldon Community College

Inspection report

Unique Reference Number	134995
Local authority	Lancashire
Inspection number	385878
Inspection dates	21–22 June 2012
Lead inspector	Shirley Gornall 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	351
Appropriate authority	The governing body
Chair	Alex Bird
Headteacher	Gill Broom
Date of previous school inspection	8 June 2011
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Introduction

Inspection team

Shirley Gornall
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Her Majesty's Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 33 lessons taught by 33 teachers. Eight of these were joint observations with members of the college's senior leadership team. Inspectors visited an assembly, several tutorial sessions and a special educational needs review meeting. Discussions were held with the college's leaders, staff, groups of students, three members of the governing body, including its Chair, and an adviser from the local authority. Inspectors observed the work of the college and considered a variety of documents including the college improvement plan, self-evaluation document, monitoring reports and behaviour logs. Inspectors scrutinised 39 questionnaires completed by parents and carers, 98 completed by students and 42 from staff.

Information about the school

Hameldon Community College is much smaller than the average-sized secondary school. The proportion of students known to be eligible for free school meals is above the national average and increasing. The proportion of students who are disabled or who have special educational needs 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 a minority ethnic background, mostly Asian. The college moved into new purpose-built premises in September 2010. It has a special educational resource facility for students with a hearing impairment and also offers specialisms in business enterprise and science. It achieved the Basic Skills Quality Mark in June 2012. The college is an active member of Burnley Learning Partnership. The school's performance meets the government floor standards, which set minimum expectations for attainment and progress.

When it was inspected in June 2011 the college was given a notice to improve. At its monitoring inspection in January 2012 it was judged to have made satisfactory progress.

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	3
Leadership and management	2

Key Findings

- In accordance with Section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Hameldon Community College is satisfactory. It is not yet good because teaching over time has not secured good progress in all subjects. The college is improving securely and has many positive features. Its inclusive ethos is demonstrated in the way that staff take care to find out the interests and talents of individual students and provide opportunities for these to be developed. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. The proportion of students attaining five or more GCSE qualifications has risen strongly and is in line with the national average. Weaker progress in mathematics has led to the proportion of students achieving five good GCSE qualifications, including English and mathematics, being below average. However, progress in mathematics is improving and standards are rising.
- Teaching is satisfactory overall and improving. Leadership has secured improvements in many aspects of teachers' practice. Inconsistency remains in the effectiveness of the level of intellectual challenge teachers pose for students, students' understanding of the purpose of some learning, and provision of opportunities for students to develop their skills in working independently and to respond to their teachers' feedback.
- Behaviour is satisfactory and the college is a safe place. Most students display positive attitudes to learning in most lessons, although a few are not fully engaged in their learning and a very small number occasionally disrupt the learning of others. Relationships between students and staff are good-humoured and trusting.

- Leadership is good. Leaders at all levels are ambitious for students' success and have made well-judged changes that have had a positive impact on teaching and achievement. Their monitoring is rigorous, resulting in accurate self-evaluation.

What does the school need to do to improve further?

- Sustain and build upon improvements in teaching so as to further accelerate progress and raise attainment across subjects, and particularly in mathematics, by:
 - ensuring that all lessons provide adequate challenge for students
 - ensuring that all students are clear about the purpose of activities
 - enabling students to take greater responsibility for their own learning, including by working independently and by responding to teachers' feedback.
- Improve students' behaviour for learning by:
 - promoting students' active engagement in their learning
 - supporting students' self-management skills
 - challenging consistently any low-level disruption.

Main Report

Achievement of pupils

Students enter the college with attainment that is typically significantly lower than the national average. They make satisfactory progress overall, although there is variability in their achievement in different subjects. In 2011 attainment rose sharply, as measured by the proportion of students attaining five or more GCSE qualifications at grades A* to C, where the college's success rate was similar to that found nationally. However, the proportion of students achieving five good grades including English and mathematics continues to be below average, although the gap between the college's performance and the national figure is closing. Students' progress in mathematics is weaker than it is in English; however, better teaching and tightly focused intervention in mathematics are resulting in more students making expected progress now than has previously been the case. Students' learning in lessons confirms that their progress across subjects is accelerating, due to more consistent teaching, accurate assessment and strengthened subject leadership. Disabled students and those with special educational needs make similar progress to that of their peers. There is no significant difference in the achievement of students from different ethnic groups, or between boys and girls.

Students achieve particularly well in art and design and speak enthusiastically about the support they receive to refine and develop their designs. Those who are involved in vocational courses appreciate the opportunities they have to apply their learning. Students' speaking, reading and writing skills are improving in response to the college's concerted effort to embed literacy teaching across the curriculum. Some students read extensively for pleasure and speak knowledgeably about their preferred

authors. The school regularly checks on students' competence in reading and teachers take this into account in planning their lessons. Tutorial sessions to address weaknesses in literacy and numeracy complement students' English and mathematics lessons and help boost their skills so that they are able to access the curriculum fully. Students generally demonstrate good social skills when they are required to work cooperatively. Most are positive and analytical in their approach to assessing their peers' performance. Parents and carers think that their children make good progress in most subjects.

Quality of teaching

Teaching is satisfactory overall, with an increasing amount that is good and a small proportion that is outstanding. In most lessons teachers demonstrate good subject knowledge and are keen for their students to achieve and be the best they can. In the most effective lessons, teachers communicate high expectations and engage in thought-provoking dialogue with their students. In an outstanding lesson that was part of a BTEC Public Services course, students debated the environmental effects of the 2012 Olympic Games logically and insightfully, considering the consequences of planning decisions for a variety of service providers and developing their understanding of business ethics.

The most effective teaching encourages students to determine for themselves how they can make progress; this was the case in an outstanding physical education lesson in which students showed excellent self-assessment when they were challenged to enhance their sprinting performance. Hameldon students report that they enjoy purposeful learning within real-life contexts. This was exemplified in an outstanding mathematics lesson in which students determined which wholesaler provided the best value and explained their conclusions in detail. Most teachers mark students' work regularly, identify students' strengths and provide clear advice on the steps they should take to improve. Students do not, however, routinely check on and apply their teachers' comments and this limits the effectiveness of the feedback they receive. The teaching of students who are disabled or have special educational needs is satisfactory. Teaching assistants provide effective support in lessons to improve students' understanding. Intervention programmes, such as that delivered by physical education teachers to improve the coordination of students who have dyspraxia, raise students' confidence.

Where lessons are satisfactory, students know what tasks they have to complete but are not always clear about the purpose of their learning. On occasions students are not given enough opportunity to work independently or to think for themselves about the best ways of achieving success. Sometimes insufficient challenge limits the progress of higher attaining students.

Teachers successfully encourage students' engagement with ethical and moral issues, for instance during a well-informed discussion about whether Oliver Cromwell was a villain or a hero. Arts subjects promote students' cultural understanding well, as explained by students who had created Beijing opera masks to capture elements of their own characters.

Most parents and carers think that the school provides a good quality of teaching. Several commented on the effectiveness with which individual teachers had helped their children by giving them individual time to help them understand aspects of their learning.

Behaviour and safety of pupils

Most students are sensible and polite. They understand the college's behaviour code and value the rewards they can earn, such as participation in the leavers' prom. Students consider instances of bullying, including those linked to racism or homophobia, to be very rare. Incident logs confirm this view and indicate that they are dealt with effectively. The college is proactive in discussing different forms of bullying with students, including through its vibrant and relevant learning for life programme. Students report that they are confident they have someone to turn to if they are in need of help or advice. Younger students feel very well supported by the school's transition programme, as do those who enter the college at times other than the normal starting points. The college's provision for vulnerable students is particularly effective in developing their self-esteem and building their social and emotional skills.

A few parents and carers commented that their children's lessons were occasionally disrupted by poor behaviour. Inspectors confirm that a small minority of students sometimes behave inappropriately, mostly by talking at times when they are expected to listen. The reported incidence of low-level disruption is decreasing due to a more consistent response to it by staff. A few other students are not fully engaged in their learning, although they do not interfere with the concentration of their peers. The level of fixed-term exclusions from the college has decreased. Permanent exclusion is a rarely used last resort. Students' attendance has risen and is just below the national average. The college's processes for improving attendance are rigorous and fully involve students and their families. Members of the student governing body make a valuable contribution to decision-making, including through setting the college's ambitious attendance target.

Leadership and management

The headteacher demonstrates principled and determined leadership. She is ably supported by an effective senior leadership team whose complementary strengths ensure that college improvement is approached with rigour and creativity. Senior leaders have tackled underperformance tenaciously and developed a coherent, systematic approach to quality assurance, the outcomes of which have been moderated by the local authority. Achievement has risen quickly and strongly. Middle leaders clearly articulate the strengths and areas for development within their own subjects and have a consistent approach to raising standards. Governors are well-informed and proactive. Through their standards and effectiveness committee, governors hold the college's leaders to account effectively. They discharge their statutory duties assiduously, including ensuring that safeguarding is given a high priority. The college's self-evaluation is accurate and regularly revisited. Leaders at all levels recognise that there is further intensive work to be done to secure good progress for all students. A rigorous programme has been established to support

teachers' continuing professional development, including through partnership activity with local schools. The college demonstrates good capacity for further improvement.

The curriculum has been reviewed and improved so that all groups of students can follow courses that interest them and promote their achievement. One parent praised the substantial efforts made by staff to, 'go the extra mile' in supporting their children, for instance by providing a GCSE electronics course out of school hours for some particularly gifted and interested students. Leaders encourage students to demonstrate their enterprise skills. A striking example is in the development of the college's environment to include a small flock of hens, an initiative orchestrated and managed by students.

Students' spiritual, moral, social and cultural education is promoted effectively, including through an assembly programme that encourages reflection and emphasises their individual and collective responsibility to the community of Hameldon and beyond. Tutorial time is imaginatively used to explore relevant contemporary issues and also to provide opportunities for basic skills to be consolidated. The college's policies promote equality. Staff and students respect each other's differences and challenge discrimination in any form.

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).

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 June 2012

Dear Students

Inspection of Hameldon Community College, Burnley BB11 5BT

Thank you for the help that you gave the inspection team when we visited your college recently. We are particularly grateful to those of you who gave up your time to meet with us and those who completed the questionnaire. We have judged Hameldon College to be satisfactory and decided that it no longer requires significant improvement. Congratulations on the part that you have played in this achievement. Most of you achieve satisfactory standards and it is clear that your progress is accelerating because, as you told us, the quality of teaching is improving.

We think that your behaviour is satisfactory overall. We found most of you to be very courteous and sensible but we were disappointed to hear that a very small number of students occasionally behave in a way that disrupts the learning of others. The college has many strengths; we particularly enjoyed hearing about the work of the student governing body. The leadership of the college is good, and this includes your contribution. We were delighted to hear about your social enterprise activities, including rearing the famous Hameldon hens!

We have asked the college to do several things to ensure that your achievement continues to improve. First, we have asked teachers to raise standards further, especially in mathematics. Second, we think that teaching can be improved even further so that all teachers challenge you sufficiently, make sure you are clear about the point of your learning and give you more opportunities to work independently. You can help improve your learning by always acting on your teachers' feedback. Third, we have also asked that behaviour improves. It is important for everyone's learning that you all behave as well as the vast majority of students, so please cooperate fully in lessons to ensure that you and the rest of your class make the most of the many opportunities Hameldon Community College provides.

We are very confident that you will all support your college fully and help it improve further. We wish you every success in your education and your future lives.

Yours sincerely

Shirley Gornall
Her Majesty's Inspector

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