

# Neville Lovett Community School

## Inspection report

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<b>Unique reference number</b>	116467
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	379263
<b>Inspection dates</b>	30–31 May 2012
<b>Lead inspector</b>	Christine Raeside HMI

The 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>	700
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elizabeth Webb
<b>Headteacher</b>	Nadine Powrie
<b>Date of previous school inspection</b>	17–18 September 2008
<b>School address</b>	St Anne's Grove Fareham PO14 1JJ
<b>Telephone number</b>	01329 318003
<b>Fax number</b>	01329 284007
<b>Email address</b>	adminoffice@nevillelovetts.hants.sch.uk

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<b>Age group</b>	11–16
<b>Inspection date(s)</b>	30–31 May 2012
<b>Inspection number</b>	379263



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## Introduction

### Inspection team

Christine Raeside	Her Majesty's Inspector
John Anthony	Additional Inspector
Joanna Peach	Additional Inspector
Jalil Sheikh	Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 31 lessons and teachers, of which nine were joint observations with members of the senior team. In addition, the inspection team made short visits to a number of lessons, sometimes accompanied by a senior leader. Inspectors held meetings with groups of students, members of the governing body and school staff, including senior and middle leaders. They took account of the responses to the online Parent View questionnaire in planning the inspection, observed the school's work, and looked at a range of documents, including the school improvement plan. They also analysed responses to inspection questionnaires completed by 176 parents and carers and others completed by students and staff.

## Information about the school

The Neville Lovett Community School is a smaller-than-average sized comprehensive school. The proportion of students known to be eligible for free school meals is slightly under the national average. A very low proportion of students come from minority ethnic backgrounds and a very small number speak English as an additional language. The proportion of students who are disabled or have special educational needs and are supported at the school action stage is broadly average. A slightly above-average proportion is supported at the school action plus stage or has a statement of special educational needs. The school has a specialist resourced area for hearing impaired students. It has specialist status in mathematics and computing. The school meets the government floor standards, which set the minimum expectations for students' attainment and progress. The current headteacher took up post in September 2010.

**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. Under the transformational leadership of the headteacher attainment has risen rapidly and the quality of teaching has improved since the last inspection. Professional development and performance management are sharply focused on students' outcomes. The school is not outstanding because the drive for improvement has not yet had long enough to secure consistently exceptional achievement over time.
- Examination results in 2011 were significantly better than in past years; in 2012 they are set to rise further and to exceed the national average by a significant margin. A legacy of underachievement means that outcomes in science are predicted to be average this summer, rising steeply thereafter.
- Teaching is good. Lessons are routinely well planned and keenly focused on students' progress. In the best lessons students are given opportunities to take responsibility for their own learning and to think critically and independently; however, this very effective practice is not yet sufficiently widespread.
- Students' attitudes to learning are highly positive and their behaviour is good. Students overwhelmingly expressed the view that behaviour is much better than in the past and that they feel safe at school. Attendance has consistently been in line with national averages and is improving, although at a faster pace in lower years than in Years 10 and 11.
- During the past two years, there have been significant changes in personnel, in curriculum and in teaching methodology. Although many parents and carers are highly supportive of the direction of the school, a significant number expressed doubts and concerns, for example about standards of behaviour or curriculum changes. Senior leaders acknowledge the need to communicate the rationale for developments more effectively and to secure stronger parental confidence in the school's development.

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

- Secure outstanding achievement for all, through more consistently outstanding teaching, by increasing opportunities in lessons for students to think critically

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and independently, and to take a lead role in developing their own and one another's learning.

- Ensure that the pace of improvement in science is sustained so that progress in science lessons is consistently at least good and outcomes reflect this by exceeding national averages.
- Improve attendance so that it is at least above average for all groups of students by September 2013.
- Review and improve systems for communicating and consulting with parents and carers so that they are better informed about changes and developments in school and the rationale behind them.

## Main report

### Achievement of pupils

Students learn effectively and enthusiastically in lessons, supported by heightened confidence that they will meet or exceed their ambitious targets. They increasingly understand and adhere to the school's own version of the '3Rs', responsibility, resilience and respect. These principles underpin the best learning. In a lesson dedicated to developing reading skills, students worked first collaboratively then independently to test their comprehension. One boy described the work as, 'Quite hard, it challenges me, but I persevere.' Other students explained that their targets were very ambitious, but that 'the good teaching makes them realistic'. The great majority of parents and carers agree that their children are making good progress at school.

The proportion of students achieving five or more GCSEs at grade C or better, including English and mathematics, rose from 45% in 2010 to 63% in 2011, above the national average and higher than at any point in the previous six years. The same measure for 2012, based on accurate assessment data and results from examinations taken early, is set to rise again steeply. Given that students' attainment on entry is broadly average, this above-average attainment represents good and rapidly improving progress. Small group teaching supports the development of students' literacy skills, as does good attention to literacy development across the curriculum.

The achievement of different groups of students has in the past shown some variation, but this is rapidly reducing because teaching is consistently good and because senior leaders track the progress of every individual closely. Intervention to secure the best results is a key feature of the school's work. Disabled students and those with special educational needs make progress at least in line with their peers. This is particularly the case in lessons where expectations of students are high, irrespective of their starting points, and activities demand that they collaborate and articulate their learning. In an English lesson, for example, students were expected and able to explain the impact of superlatives in persuasive texts using the correct terminology. Deaf and hearing impaired students are well supported by learning

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support assistants and by the specialist provision, so that their achievement is at least as good as their peers and there are no barriers to their full and active participation in all aspects of school life.

## Quality of teaching

Teaching is consistently good and an increasing proportion is outstanding. In the best lessons, students develop their thinking rapidly because activities enthuse them and are designed and adapted to develop everyone's understanding and skills, irrespective of ability. Students made exceptional progress in their learning about economic development in geography because the lesson enabled them to reflect on their own economic environment as privileged in comparison to that in developing countries. Their personal engagement with the social and moral aspects of this topic enhanced their understanding. The teaching challenged them to build on one another's answers, so that they expressed sophisticated views about the injustice of poverty.

Students consistently told inspectors how much teaching has improved. For some, their understanding of what makes learning more effective is impressively well developed. One boy said that teaching was better because, 'It's us doing the teaching. It's the classroom's collective mind gathering together so we get all possible views on everything.' This was exemplified in an English lesson, where a discussion about Lady Macbeth's character became increasingly complex and sophisticated. Students reflected on how Shakespeare showed her 'equivocating' between good and evil. The teacher judged exceptionally well when to intervene and when to prompt, so that independent thinking was free to develop. This approach to the development of students' independent learning and thinking skills particularly supports the progress of the more able students. This is contributing to an anticipated improvement in GCSE passes at A\* and A grades, which in the past have been lower than national levels. Where teaching is less effective, opportunities for students to develop critical thinking skills are limited.

Students know their current target levels and grades and can generally explain what they need to do to improve. Teachers mark their work regularly and constructively. A range of approaches to assessment, including peer and self-assessment, help students keep track of their own progress. Lessons routinely refer to assessment criteria so that students know exactly what to do to reach the next stage of learning. Teachers know students' individual learning needs well and most plan effectively for the progress of all. Students who are disabled or have special educational needs learn effectively, often well supported by learning support assistants or specialist teachers.

Although the great majority of parents and carers recognise that teaching is good, several expressed frustration at turbulence in staffing and the extent of supply teaching. Senior leaders acknowledge this anxiety about continuity of teaching, but are uncompromising in their determination to appoint only the best teachers, even if recruitment takes time. Students recognise that this is ultimately in their interest.

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The inspection team was satisfied that staff mobility is decreasing, with several key appointments having been made and the staff taking up post imminently.

## **Behaviour and safety of pupils**

Students were welcoming, polite and courteous throughout the inspection. In lessons, they showed respect for one another and for the teacher. They told inspectors how much behaviour had improved in recent years and described a zero tolerance approach to bullying, in particular racism or prejudice of any kind. They have a good understanding of different forms of bullying and express well-founded confidence in staff to deal with any emerging concerns quickly and effectively.

Students say that they feel safe at school and their parents and carers overwhelmingly agree that the school keeps their children safe. Students' and their parents' and carers' views differed on the issue of behaviour in lessons, however. A significant proportion of parents and carers expressed concern about this, while students were emphatic that interruptions to learning are now rare. The inspection looked particularly into this aspect of the school's work and considered a range of views, including those of governors, local authority officers and the profile presented by external evaluations. It is clear that attitudes to learning are greatly improved, that good teaching is promoting good behaviour for learning and that sanctions for poor behaviour are more consistently and effectively employed than in the past.

Student support services are well focused on improving the behaviour of students identified as being at risk of exclusion. Meticulous records are kept of the impact of strategies for individuals and approaches are adapted accordingly. Rates of exclusion have been broadly in line with national averages, rising at times as higher expectations of behaviour are established. Recent changes to the senior team have strengthened the management of this area of the school's work. Senior leaders are rightly determined to continue to drive improvement so that the outstanding behaviour for learning that inspectors observed in some lessons is the norm. Attendance is average overall and improving, but there is inconsistency in the rates of attendance across different year groups.

## **Leadership and management**

The inspirational leadership of the headteacher has reinvigorated the drive for improvement and channelled the efforts and enthusiasm of staff to good effect. Change has been extremely fast paced, but rooted in an unwavering desire to secure outstanding achievement for every student. There is a strong focus on the development of outstanding teaching through continual evaluation and high-quality training. An evaluative 'dashboard' for each teacher brings together analyses of strengths and weaknesses, so that coaching and development can be tailored to meet individual needs. The headteacher has sought out excellent practice in other schools and set up productive partnerships to help develop teaching. She has made selective and judicious use of external partners, including local authority officers and a headteacher of a special school, to monitor and evaluate the quality of provision

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rigorously. The school's track record of improvement, together with accurate and detailed self-evaluation, shows that there is strong capacity for sustained improvement.

The analysis of student achievement is now rigorous, forensic and searching. Radical decisions have been taken where courses are not effectively meeting students' needs or delivering strong results. The curriculum is adapted routinely to improve outcomes. It is developing to strengthen the GCSE core, with alternatives, such as engineering, designed to maintain challenge and increase students' employability.

Students benefit from opportunities to develop their creative and cultural interests beyond the classroom, such as through school drama productions or participation in the inter-school dance-drama competition Rock Challenge. They are increasingly involved in evaluating school systems and in driving improvements, including the new reward system. They lead and manage activities in support of others, such as a charity fundraising day for brain tumour research.

The governing body is highly supportive of the strategic direction of the school. It holds senior leaders to account effectively and supports their rigorous evaluation of school initiatives and outcomes. Together with senior leaders, governors have ensured that arrangements for safeguarding meet statutory requirements. The collective determination of senior leaders that every student should make outstanding progress demonstrates the school's commitment to equality of opportunity. This was further exemplified in an assembly, where students reflected deeply on their 'right to achieve' in the context of international human rights and the violation of the rights of children in suffering the atrocities of war in other parts of the world.



## 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.**

1 June 2012

Dear Students



### **Inspection of Neville Lovett Community School, Fareham PO14 1JJ**

Thank you for the warm welcome you gave us when we inspected your school recently, and for taking the time to share your views with us about how much Neville Lovett is improving. We agree with you that it is now a good school.

Achievement is good and rising fast because teaching is consistently good and because the senior teachers monitor your progress very closely. Many of you told us how much you appreciate the additional support you are given to ensure you reach your targets. Your parents and carers also commented on how effectively the school has driven up GCSE attainment.

We agree with you that teaching is good; some is outstanding. Approaches to teaching have changed, giving you more opportunities to take responsibility for your own progress. This is already effective in many lessons, and we have asked the school to increase opportunities for independent learning and critical thinking across all lessons. You have experienced some turbulence in teaching while higher expectations have been established. This has understandably caused your parents and carers some concerns. Although staffing is now much more settled, we have asked senior leaders to keep everyone fully informed of developments.

Your behaviour is good and you told us how much it has improved throughout the school. More demanding standards of behaviour and attendance have been introduced. Although attendance is rising, improvements have been uneven across year groups and we have asked leaders to address this issue. You feel safe at school and you respond thoughtfully to student support services and to the principle of the 3Rs. You appreciate improved systems for rewarding good attendance and behaviour.

You can help to improve the school further by:

- meeting your attendance targets
- getting fully and actively involved in every lesson.

Yours sincerely

Christine Raeside  
Her Majesty's Inspector

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