

Kelvin Hall School

Bricknell Avenue, Hull, HU5 4QH

Inspection dates

19–20 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in English and mathematics are too variable. In other academic subjects, standards are not high enough. Boys make less progress than girls.
- Teaching does not always meet the needs of all students. There is not enough challenge for middle-ability students. Marking and assessment are not always effective.
- Students supported by the pupil premium (additional funding) make below average progress.
- The achievement of disabled students, and those with special educational needs, is below that of other students.
- School leaders have not ensured that additional funding is having a positive impact on achievement.

The school has the following strengths

- Senior leaders have the right priorities. As a result, teaching, attendance and behaviour are all improving.
- Progress is good in work-related subjects.
- Almost all students go on to further study, work or into training.
- Students get on well with each other and with staff.
- Spiritual, social, moral and cultural provision significantly helps students' personal development.

Information about this inspection

- Inspectors observed 51 lessons, six of which were observed jointly with senior leaders.
- Inspectors held meetings with senior and middle leaders, groups of students, the Chair and Vice Chair of the Governing Body, and spoke with a representative from the local authority.
- Inspectors considered the views of the 61 parents who responded to the on-line questionnaire (Parent View) and analysed the results of the staff questionnaire to which 52 replies were received.
- Inspectors analysed the 2012 examination results and those for previous years. They looked at the school's data on students' progress, lesson plans, minutes of meetings and records relating to behaviour, safety and attendance. They also reviewed the school's self-evaluation and improvement plans.

Inspection team

Lisa Fraser, Lead inspector	Additional Inspector
Pankaj Gulab	Additional Inspector
Ramesh Kapadia	Additional Inspector
Sally Lane	Additional Inspector
Pamela Hemphill	Additional Inspector

Full report

Information about this school

- The school is much larger than most 11 to 16 secondary schools and expanding rapidly.
- The largest ethnic group is White British; students from any other White backgrounds are the largest other ethnic group.
- The proportion of students who speak English as an additional language is below average.
- The proportion of students eligible for the pupil premium, which provides additional funding for children in the care of the local authority, from forces families, and for students known to be eligible for free school meals, is above average.
- The proportion of disabled students and those who have special educational needs supported at the level known as school action is above average.
- The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- The school has a specialism in science.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- Four students attend full-time alternative education (off-site), organised by the local authority.
- Ninety students attend off-site provision for part of their learning in vocational subjects with providers which include Hull College, Prospect Training and Bishop Burton.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in English, mathematics and academic subjects, by:
 - making sure that teachers use information about students' abilities to plan work which is tailored to all students' needs, particularly those of middle-ability
 - sharing the good practice in marking and assessment which exists within the school to establish better assessment across all subjects
 - ensuring that students receive help to develop their writing skills.
- Improve the effectiveness of leadership and management by:
 - ensuring that leaders evaluate the impact of the spending of additional funding to ensure that students supported by the pupil premium make good progress
 - improving the achievement of disabled students and those with special educational needs by monitoring their progress more closely and instigating plans to support them when appropriate
 - implementing a whole-school approach so that all teachers support students' literacy development, particularly in writing.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because students' attainment and progress in English and mathematics have not been consistently good over time.
- Students now enter the school with below average skills in reading, writing and mathematics although there is some variation across year groups. By the end of Year 11 the proportion of students gaining five or more GCSE passes at grades A* to C, including English and mathematics, is usually average. However, in 2012, Year 11 students achieved results which were significantly below-average. Standards in English, which have fluctuated over time, declined sharply and contributed to a dip in overall attainment which was significantly below that expected nationally. Girls achieve better than boys.
- Students make below average progress in mathematics. Some sit their GCSE examination in mathematics early. The number of A* to A grades students achieve in mathematics is below that expected nationally.
- Middle-ability students attain below average results in academic subjects because the level of challenge in lessons is not high enough.
- Additional pupil premium funding is used by the school to provide mentoring support, small group intervention and extracurricular enrichment. However, students supported by the pupil premium achieve significantly below that expected nationally and much lower than their peers. Disabled students and those with special educational needs also make less progress.
- Achievement in some GCSE subjects, including design and technology, is significantly below average. Senior leaders have worked with the local authority to improve teaching in these subjects. As a result students' progress is beginning to improve.
- Students make good progress on vocational subjects. Achievement in a range of BTEC subjects including sport, dance and construction is good. Large numbers of students at Key Stage 4 make good progress and get valuable 'hands-on' experiences by undertaking part of their learning in settings outside school.
- Good careers information ensures that almost all students move on to college or further education, with a tiny percentage opting for employment with training.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not yet impacting effectively on students' attainment.
- Teachers do not always plan activities which meet the needs of all students because students usually complete the same work. The level of challenge is not high enough for middle-ability students. Students need more support to develop their reading and writing skills in all subjects.
- The quality of marking is variable across different subjects. In some English lessons marking is thorough. Teachers' comments clearly identify what students need to do to reach the next level. Students are encouraged to respond to teachers' feedback and all students know their targets.
- Senior leaders' focus on improving teaching is beginning to impact upon students' progress in lessons. Good teaching was observed by inspectors across several subjects, particularly in English. Older students say they enjoy English lessons because teachers, 'involve everyone'.
- In the best lessons, relationships are strong and teachers make good use of a range of resources, including information technology. They plan a variety of activities which engage and motivate students. Students make excellent progress in these lessons because the level of challenge is high. For example, students in a Year 10 psychology lesson on prejudice and discrimination made outstanding progress as a result of the teacher's high expectations and excellent planning.

- Teaching across a range of subjects makes a positive contribution to students' social, moral and cultural development. In a Year 7 modern languages lesson, students widened their understanding of life in French-speaking countries in Africa. Teaching in Year 7 humanities encourages students to reflect upon the cultural diversity which exists within Hull. Students in a Year 9 religious education lesson developed a good understanding of different faiths by comparing the views of Christianity and Islam.

The behaviour and safety of pupils are good

- Students have very positive attitudes to learning and get on well with all staff. Break and lunchtimes are calm and orderly. Students conduct themselves sensibly between lessons and increasing numbers choose to stay after-school to access the school's facilities.
- Attendance rates are average and absence is reducing over time. Fixed-term exclusion rates are low, although there have been a small number of permanent exclusions this year. Students supported by the pupil premium have lower attendance rates than their peers.
- Punctuality rates have improved because students like spending time in the new school building.
- Students say they feel safe and agree with staff, most parents and governors that bullying is not common. A very small number of parents contacted inspectors to express concerns about bullying. Inspectors looked into these concerns carefully and concluded that the school deals effectively with the few instances of bullying which do arise. All incidents are carefully logged and opportunities to develop students' understanding of the harmful effects of bullying and harassment are explored in assemblies, in lessons and during anti-bullying week.
- Well trained staff with good skills in bereavement counselling, mental well-being and anger management support students' good behaviour.
- Older students feel that more could be done to raise the profile of the student council and prefect teams so that they could have more opportunity to develop their leadership skills.

The leadership and management requires improvement

- Leadership and management require improvement because neither achievement nor teaching is good.
- Senior leaders have managed the smooth transition into the new school building well. In addition, they have successfully accommodated rising student numbers throughout the school because of Hull's school building programme. Older students appreciate that their learning has not been adversely affected by the new build. The leadership team has the full support of all members of staff.
- Senior leaders have the right priorities but they have been too slow to evaluate initiatives to raise the achievement of students supported by the pupil premium. As a result these students are making significantly below-average progress.
- Senior leaders have not effectively analysed why disabled students and those with special educational needs are not making the same overall progress as other groups.
- Developing literacy across all subjects is a key priority for senior leaders because students' reading and writing skills are not good enough. Teachers need more guidance to ensure a consistent whole-school approach which supports students' literacy development.
- Several senior leaders are developing their skills by taking on acting roles. Not all students and parents understand the new arrangements. Senior leaders recognise the need to improve the quality of communication with all members of the school community and this is a priority identified in the school development plan.
- Leadership of teaching is a strength and is beginning to have an impact, shown in the good lessons which inspectors observed. Systems for the management of the quality of teachers' work

are robust and there is a clear link between good teaching and teachers' rates of pay. Good quality training, well established coaching systems and good input from the local authority support teachers who require improvement. Subject leaders are keenly monitoring standards within their departments. Senior leaders have not been afraid to tackle underperformance and have succeeded in eradicating inadequate teaching.

- Good use is made of the local authority to validate the school's self-evaluation.
- The curriculum is a good mix of vocational and academic subjects. Students in Year 9 begin their Key Stage 4 learning in a technology, creative or information technology subject early. All students study a modern foreign language. Senior leaders plan to increase teaching time in mathematics and English next year. There are also plans to increase the number of students on GCSE courses. In such ways, the school provides opportunities that cater well for students' aspirations and helps make sure that all students have an equal chance to succeed.
- Students' spiritual, moral, social and cultural development is a strength of the school, shown in their good behaviour and positive attitudes. Music makes a particular contribution to students' cultural development. Significant numbers are learning a musical instrument through peripatetic lessons. The school's jazz band often plays at lunchtimes to raise money for charities and provides enjoyment for others. Students appreciate the range of after-school clubs and sports.
- **The governance of the school:**
 - Governors have a good understanding of the school's strengths and weaknesses and are often on-site during the day to observe the school's work. The governing body provides appropriate challenge, shown recently when it asked school leaders for more information on pupil premium spending. Governors understand the school's arrangements for the management of teachers' work and the link between good teaching and salary progression. Senior leaders run training sessions for governors and some attend sessions run by the local authority. All statutory requirements, including those for safeguarding, are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118103
Local authority	City of Kingston upon Hull
Inspection number	401725

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	1,179
Appropriate authority	The governing body
Chair	Richard Jevons
Headteacher	Sarah Smythe
Date of previous school inspection	29 September 2009
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