

# Hartshill School

Church Road, Hartshill, Nuneaton, CV10 0NA

**Inspection dates** 24–25 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students achieve well. Attainment is above average by the time they leave in Year 11.
- There is a strong trend of improvement in nearly all subjects, including English and mathematics.
- Teaching is good and some is outstanding.
- The wide range of subjects offered provides opportunities for students of all abilities to succeed.
- The school provides well for disabled students and students with special educational needs.
- The development of good reading and writing skills is given a high priority by the school.
- Students feel safe and behave well in lessons and around the school. Most have good attitudes to learning.
- Leaders and teachers in the school track students' progress regularly to make sure that no-one is falling behind in their learning.
- The headteacher and senior staff lead the school well. They check teaching carefully to make sure that the standard of students' learning remains high.
- Leaders have high ambitions for the school and its students. They know the school well and know what they need to do to make sure that it continues to improve.
- The governing body and trust board are effective. They share the school's ambitions and hold the headteacher and senior leaders to account to ensure they quickly address any emerging areas for improvement.

### It is not yet an outstanding school because

- Not enough teaching encourages students to learn independently, particularly more able students.
- In science, the course taken by many students is not demanding enough and does not encourage them to work towards the highest possible standards.

## Information about this inspection

- Inspectors observed 39 lessons, of which 18 were jointly observed with the headteacher and other senior leaders.
- Meetings were held with students, leaders, governors and representatives of the trust board.
- Inspectors checked students' books and looked at a range of documentation, including the school's self-evaluation, information about student progress, records of lesson observations and records related to teachers' overall performance. They also looked at documents related to safeguarding and behaviour.
- Parents' views were taken into account through the 37 responses to Parent View and the school's own parent questionnaire results.
- Inspectors also considered 36 staff questionnaires.

## Inspection team

Denise Newsome, Lead inspector	Additional Inspector
David Martin	Additional Inspector
Carol Worthington	Additional Inspector
Renee Robinson	Additional Inspector

## Full report

### Information about this school

- The school converted to Academy status on September 1<sup>st</sup> 2012. When its predecessor school (Hartshill School) was last inspected by Ofsted it was judged to be satisfactory
- It is an average sized secondary school.
- Most students are from white British backgrounds.
- The proportion of students known to be eligible for the pupil premium (additional government funding for specific students, including those known to be eligible for free school meals) is above average.
- The proportion of disabled students and those with special educational needs supported through school action, is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- There is one student educated at an alternative off site provision.
- The school meets the government floor standards, which set the minimum expectations for students' attainment and progress.

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

- Make more teaching consistently good or outstanding by:
  - providing more opportunities to extend learning, particularly for more able students, by making sure that no time is wasted in their lessons and that they always have challenging work to do.
  - developing students' independent learning skills through better and more extensive use of effective questioning and increased opportunities for students to work in groups to find joint solutions to problems
  - providing more opportunities for students to speak and share ideas with each other before writing.
- Improve achievement in science by making sure that more students take a challenging examination course which will encourage them to work at a significantly higher standard.

## Inspection judgements

### The achievement of pupils is good

- The proportion of students gaining 5 or more GCSE passes at grades A\*-C, including English and mathematics, is above average and results last year exceeded the target set for the school at its previous inspection.
- The progress students make is good and improving rapidly, particularly in English. The progress in mathematics has lagged behind but is now improving strongly as teaching has improved.
- The policy of entering nearly all students at the end of Year 10 for their mathematics GCSE has recently been changed. Students are now only entered early if the school feels that the student will achieve or surpass their expected grade or if they feel the early entry will motivate them to do better in year 11.
- Results in science last year were low but there has already been a rapid improvement in the numbers of students gaining two GCSE passes in science as shown in examination results for the current year 11. Results are particularly strong in chemistry. There is still work to do on raising expectations in science as there are still too many students taking a vocational science qualification.
- The proportion of students gaining the English Baccalaureate has been low but is set to rise significantly this year as changes to the curriculum pathways offered to students take effect.
- The school has done significant work to narrow the gaps in achievement between boys and girls. They have set up special classes for boys and boys' achievement has been a focus for the whole school. The predicted results for this year show that boys are catching girls up rapidly.
- Disabled students and those with special educational needs make progress at the same rate as their peers. This is because of the very good support offered by the 'Smart Centre' run by the special educational needs co-ordinator. Timely interventions and the use of highly personalised timetables enable students to make good learning gains.
- Students with weaker skills in reading are quickly identified when they start at the school and intensive help and support is given to help them catch up. The school has used its Year 7 'Catch-Up' funding sensibly and successfully to provide additional courses and special activities to help improve students' literacy development.
- Students known to be eligible for the pupil premium support are quickly catching their peers up because of the very effective spending of the pupil premium money on mentoring, one to one tutoring and other support. The school's tracking information shows that the attainment of these students is less than a term behind their peers in both English and mathematics. The gap between attainment for these pupils and other pupils is closing quickly.
- Students working off site are well supported and generally make good progress. The school monitors their attendance and progress carefully and liaises closely with all such providers to ensure provision is appropriate.

**The quality of teaching is good**

- Teaching is mainly good throughout the school and, at times, it is outstanding and as a result students achieve well.
- Marking in books is a real strength. Students are given very good advice about how well they are doing in their work and how they can improve. In the very best examples of marking, students are set follow-up tasks which they complete and they also comment on their own progress. This is making sure that students are able to do their best and make good learning gains. Students are clear about their individual targets.
- In the best teaching, teachers have high expectations of all students. They plan well for the needs of every student, including disabled students and those with special educational needs. They have a range of activities that engage and excite students in their learning. At times, their use of group work is outstanding. Teachers question students very effectively to make sure that they are thinking deeply about their answers, which is enabling them to make good learning gains.
- Teachers have good subject knowledge and their enthusiasm for their subject ensures that students are interested in their lessons and are able to do well.
- Good relationships are a very strong feature of the school. Teachers make sure that students enjoy learning and remain interested in their lessons. The school is a very positive place to learn.
- The use of other adults to support in the classroom is helping students, especially disabled students and those with special educational needs, progress well because the support is carefully planned by the teacher.
- In some lessons, planning does not take enough account of the different needs of students, and more able students are not always given work of sufficient difficulty and challenge to really extend their learning. The questions asked of students only expect short answers and do not allow the teacher to fully explore students' understanding and knowledge. Too little use is made of group work to encourage students to co-operate to find solutions to the problems they have been set.

**The behaviour and safety of pupils are good**

- Behaviour is good in classrooms and around the school. Students know the rules and routines and comply with them. They are polite when speaking with adults and are courteous and helpful to visitors.
- Students are very proud of their school and show high levels of respect for each other and adults in the school. They speak positively about the opportunities that the school gives them.
- Students say that disruption to lessons is rare and, during the inspection, this was confirmed by lesson observations. Teachers have high expectations of pupil behaviour in the classroom and students rise to these expectations.
- Pupils' attitudes to learning are consistently positive. However, in the lessons in which teachers do not give students much opportunity to work with their peers, learning does not progress as

well as in the more active lessons because students are too passive.

- Movement between lessons is orderly, despite the constraints of narrow corridors, and punctuality to lessons is good.
- Students say that bullying is very rare. They are confident that they can talk to adults if bullying happens and they know that it will be sorted out very quickly. They feel safe in school and say that they are taught well about how to keep themselves safe, including whilst using the internet.
- The school keeps proper records of bullying and harassment. Records show that such incidents are very rare and are always promptly and effectively dealt with. Exclusions are rare and are declining each year.
- The school is making a great deal of effort to improve attendance which is just below average. The numbers of students classed as 'persistently absent' is declining each year.

### **The leadership and management are good**

- The ambition and determination of the headteacher and the senior leaders for the school to do well are evident and communicated well to the staff. They provide strong leadership and clear direction based on accurate and strong self-evaluation processes. They know the school well and know what needs to be done to improve further.
- Senior and other leaders model professional behaviour, and this is mirrored by staff in their dealings with each other and with students. They have obvious pride in the school.
- Rigorous tracking of students' progress for groups, for different subjects and for individual students, has led to increasingly higher standards. The use of data to help the school improve is a strength of the school.
- Policies and systems are implemented effectively across the school, which is leading to higher expectations of staff and students and greater consistency in the quality of teaching.
- Teaching is well led and managed. Targets set for teachers are carefully linked to the 'Teachers' Standards' and teachers only progress in their pay if ambitious targets for student progress are met.
- There is a very comprehensive range of development activities available for teachers to help them improve their practice. They value this highly and say that it has helped them to become better teachers.
- The curriculum is very varied. Students who need extra support in Years 7 and 8 are taught in very small groups. In Year 9, all students have an opportunity to try subjects that are new to them that they might want to study at Key Stage 4. The school makes every effort to ensure that students can study subjects in years 10 and 11 that lead to appropriate qualifications, even if there are small numbers wanting to take a particular option. An enrichment afternoon once a fortnight enables students to try new activities.
- Students' spiritual, moral, social and cultural development is well catered for through tutor times,

assemblies and trips, visits and special activities. This is contributing well to students' personal development.

- Good efforts are made to involve parents and carers in the life of the school through regular newsletters and Parent Teacher Association meetings and the vast majority of parents hold the school in high regard.

- The school's arrangements for safeguarding meet statutory requirements and are a strength of the school. These arrangements and the way that the school site is made safe and secure ensure that students feel safe at school.

- **The governance of the school:**

- The governing body and the trust board hold the school properly to account. They challenge and support the headteacher and senior leaders effectively in tackling areas for improvement. There are very regular meetings of the governing body and the trust board to consider reports on progress towards the academy's ambitious targets. Governors have a good knowledge of how well the school is doing and a clear picture of students' achievements. They understand pupil premium and are involved in tracking the progress of eligible students to ensure that gaps are closing. They are well informed about the overall quality of teaching at the school and are closely involved in performance management of teachers. They keep good records of how teachers' professional development fits into their performance management. They make sure that performance management is used to determine salary progression for teachers. Finances are very well managed because of the expertise of some members of the governing body.

## 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

<b>Unique reference number</b>	138644
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	409392

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1017
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Render
<b>Headteacher</b>	Michael Garlick
<b>Date of previous school inspection</b>	11 May 2011
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