

Corfe Hills School

Higher Blandford Road, Broadstone, BH18 9BG,

Inspection dates 16–17 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
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

- The headteacher provides the school with outstanding leadership. Governors and senior leaders provide strong support and all share the headteacher's vision for the school to be outstanding.
- Students achieve well throughout the main school and in the sixth form.
- The school makes good use of the data it holds about students' performance to monitor their progress and is swift to act if any are falling behind.
- Disabled students, those who have special educational needs and those eligible for the pupil premium make good progress and achieve well because of the well-targeted individual support they are provided with.
- Behaviour is good overall and often excellent in lessons. Students are polite and courteous to staff and to visitors. They feel safe and are proud to be members of the school.
- The school's checking and review of teaching has strengthened since the appointment of the headteacher. Leaders ensure that teaching is well managed. Consequently, it is at least good and much is outstanding and students achieve well.
- Governors know the school well from their own monitoring and from the detailed information provided by the headteacher and senior leaders. They hold staff to account and are focused on the right priorities for further improvement.
- The curriculum is a strength of the school and provides extensive opportunities for all students to develop their skills and learn well.
- The sixth form is good. Students make good progress to attain high grades in a range of subjects.

It is not yet an outstanding school because

- Not enough students are making better progress than that expected nationally in mathematics by Year 11.
- Attendance in the sixth form is not as high as in the rest of the school.
- Not enough teaching is outstanding. The best practice in setting high expectations of what students can achieve and in planning learning activities to challenge and inspire them to lead their own learning is not shared well enough across the school.

Information about this inspection

- Inspectors observed 50 lessons including some shared observations with senior leaders. Inspectors also attended assemblies and registration periods.
- Meetings were held with groups of students from Year 9 to 12, representatives of the governing body and school staff, including the headteacher, senior and middle leaders and teaching staff. The Lead Inspector also held a telephone conversation with the School Improvement Partner.
- Inspectors observed the school’s work and scrutinised a range of documentation, including: the school’s own self-evaluation and development plans, records relating to behaviour, safeguarding and attendance, and data on students’ current attainment and progress.
- Inspectors took account of the school’s own surveys of the views of parents, the 77 online responses to the Parent View questionnaire, one written comment from a parent and three comments made via Ofsted. An inspector also held a telephone conversation with a parent.
- Inspectors took account of the 104 responses to the staff questionnaire and looked at documentation relating to performance targets for staff, the school’s monitoring of teaching and anonymised evidence of pay progression.

Inspection team

Caroline Dearden, Lead inspector	Additional Inspector
Roger Fenwick	Additional Inspector
Una Maria Stevens	Additional Inspector
Margaret Faull	Additional Inspector
Anthony Byrne	Additional Inspector

Full report

Information about this school

- Corfe Hills School converted to become an academy in April 2011. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding.
- The school is a larger-than-average sized upper school; students enter the school at the start of Year 9.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for those in the care of the local authority, those known to be eligible for free school meals and those from service families, is below average.
- The proportion of disabled students and those who have special educational needs who receive support through school action is below average. The proportion of students supported at school action plus or with a statement of special educational needs is also below average.
- The majority of students are of White British heritage, with a below-average proportion from minority ethnic groups. A very small proportion speak English as an additional language.
- A small number of Key Stage 4 students attend alternative provision at Bournemouth and Poole College.
- The proportion of students staying on in the sixth form is above average.
- The college meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The headteacher took up his post in September 2012.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by:
 - ensuring that the best practice within the school is shared, especially in setting high targets to promote good or better progress for all students
 - making sure that learning always matches the abilities of all students, including the most able, by providing inspiring activities that interest and challenge students and support them to lead their own learning.
- Increase the proportion of students making better progress than that expected nationally in mathematics by Year 11 by:
 - ensuring that all teachers apply the same high standards when planning lessons and marking work.
- Improve the tracking of absence in the sixth form so that attendance is as high as that in the main school.

Inspection judgements

The achievement of pupils is good

- Achievement is good because students make good progress across a range of subjects. In 2012, the proportions making and exceeding expected progress in English were higher than that found nationally. The school's reliable data indicate further improvement this year.
- In mathematics, the proportion of students making better than nationally expected progress in 2012 was below average. Very effective use of early entry for GCSE mathematics is leading to greatly improved progress. Reliable information provided by the school indicates that the gap between English and mathematics in the proportions of students attaining GCSE grades A* to C and in the proportions making and exceeding expected progress is closing rapidly.
- The small numbers of students who attend alternative provision make good progress and achieve standards similar to those of other students because work-related courses and the support provided by staff are expertly matched to the individual needs of students.
- Those students known to be eligible for free school meals make good progress because of the wide range of personal and academic support provided through the pupil premium. In 2012, these students achieved approximately one grade lower than their peers in English and mathematics. Information provided by the school indicates that these gaps in attainment are closing rapidly. Students in the care of the local authority and those from service families make outstanding progress and in 2012 achieved approximately one grade higher than their peers in English and mathematics.
- Disabled students and those who have special educational needs make good progress because of the skilful provision of individual and well-targeted support.
- Students who speak English as an additional language and those from minority ethnic heritages make outstanding progress to achieve standards above those of their peers because of the careful way in which they are integrated into the life of the school.
- Achievement in the sixth form is good and students make good progress to often attain the highest grades in a range of subjects. Sixth form students completing extended projects typically produce written work that is of degree standard.
- Achievement is not outstanding because the best practice in either setting targets high enough to ensure better-than-expected progress or marking work so that students know how to reach the next steps in their learning is not shared for the benefit of all students, especially in mathematics.

The quality of teaching is good

- Teaching has improved considerably since the appointment of the headteacher. Most is now good with much is outstanding. For example, Year 11 students commented, 'Teachers changed when the headteacher was appointed; teachers push you more and are now more aware of progress.'
- Most learning in lessons is planned with clear purpose to meet the learning needs of all students by providing inspiring activities that interest and challenge them. For example, in a Year 12 mathematics lesson, the teacher answered students' questions with a challenge providing them with time to think through their application of mathematical processes and reflect on their learning resulting in all students exceeding their target grades.
- Teachers generally use information about students' performance to monitor progress and set high expectations for achievement – consequently, achievement is improving.
- Occasionally, the pace of learning is too slow, especially for the most able, because teachers have not planned work that challenges students to progress as quickly as they could, and the next steps for students to improve their work are not clearly identified in teachers' marking, particularly in mathematics.
- Other teaching that requires improvement leaves students insufficiently supported to work independently or lead their own learning and their passive response slows their progress.

- Students' skills in reading and writing are developed well across a wide range of subjects, and through specialised additional support for those who need it. Students entering the school with low skills in reading make rapid gains from the extra help they are given, improving by up to four years within their first year at the school.
- Teaching in the sixth form is typically good and often, better and teachers have strong subject knowledge.

The behaviour and safety of pupils are good

- Students have positive attitudes towards school. They are proud of their school and this is reflected in the way they behave. They arrive on time and are ready to learn. They are polite and courteous to each other, to staff and to visitors. Older students said that levels of behaviour and attitudes to learning had improved significantly during the last year.
- Students feel safe and have a good understanding of safety matters, particularly safety when using the internet or in relation to drug or alcohol misuse. They state that bullying, racism and discrimination are rare and dealt with very effectively.
- Almost all students behave well and often better in lessons. However, where the pace of the lesson is not well judged to their abilities, a few become restless and teachers do not always deal with this situation as quickly as they should. Students, themselves, say that their behaviour is dependent on the quality of teaching.
- Attendance is high across Years 9 to 11, including for those attending alternative provision. Students eligible for free school meals have higher attendance than their peers in school. However, attendance in the sixth form is lower than that in the main school because the procedures for tracking and monitoring students' attendance are not well established or effective enough.
- Exclusions are low and falling because of improvements in teaching and the impressive curriculum that meets the learning needs and interests of all students. Governors commented that their disciplinary panel has not been convened since academy status was adopted.
- The promotion of students' spiritual, moral, social and cultural development is good and as students commented, 'The school is totally inclusive. It gives you the freedom to be yourself with guidance.' Students are aware of democracy and the challenges facing Britain today. Consequently, discrimination is not tolerated.

The leadership and management are good

- The excellent leadership of the headteacher ensures that the senior leadership team, governors and other leaders are committed to securing further improvements in the quality of teaching, achievement and standards of attainment. They are determined for the school to become outstanding.
- Rigorous procedures have been introduced to evaluate teachers' performance. Staff are well supported to improve and are made accountable for the progress their students make.
- Systems to monitor students' progress and identify any underachievement have been strengthened and targets for students' achievement have been raised. This has led to more students, including those eligible for the pupil premium, making good progress. However, the best practice in setting aspirational targets is not consistently shared across the school.
- The curriculum is a strength of the school and provides flexible learning pathways to match students' abilities and interests. Consequently, very few students are not in education, employment or training after both age 16 and age 18. The curriculum and range of extra-curricular activities are highly effective in promoting equality of opportunity and all students have equal access to the impressive range of additional learning opportunities available.
- The school's judgements about the quality of its own work are accurate. Leaders at all levels, including governors, are secure in identifying priorities for development and what needs further improvement.
- The school works well with its partner middle schools and arrangements for transition from Year

8 to Year 9 are strong.

- Subject leaders, those responsible for year groups and those responsible for the provision of additional support or alternative, offsite learning work together extremely well to ensure targeted and timely support for those identified as underachieving and those at risk of exclusion.
 - The sixth form is well led and managed and a higher proportion to students complete the courses they begin than do so nationally.
 - The School Improvement Partner provides 'light-touch' support for this good school. Recent work has included working with senior and middle leaders to make accurate judgements about the quality of teaching and working with governors on evaluating the headteacher's performance.
 - **The governance of the school:**
 - The governing body knows the school very well through an effective system of committees and monitoring procedures. Governors are very well supported by the clarity of information available from senior leaders. Governors are very clear about their responsibilities and have ensured that all safeguarding and child protection requirements are met. Skills within the governing body are used well to ensure that all expenditure is monitored appropriately and that the school is financially stable. Governors have received training on understanding of data on the school's performance. As a result, they are prepared to challenge if they find that students' progress is not questionable. They are well aware of the impact of the pupil premium on improving outcomes for all eligible students. Governors are well informed about the quality of teaching and know where it is strong or requires improvement and what is being done to bring this about. They are fully aware of how salary progression is linked to outcomes for students and are involved in the decisions on staff pay. They challenge leaders well to demonstrate how the school's results are improving and how teachers' performance is effectively managed.
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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	136574
Local authority	Poole
Inspection number	411904

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	13-18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1609
Of which, number on roll in sixth form	450
Appropriate authority	The governing body
Chair	Bob Milne
Headteacher	Gary Clark
Date of previous school inspection	Not previously inspected
Telephone number	01202 656300
Fax number	01202 656356
Email address	Office@corfehills.net

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