

# Hameldon Community College

Coal Clough Lane, Burnley, Lancashire, BB11 5BT

**Inspection dates** 22–23 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses.

- Students' achievement is inadequate because over time they do not make enough progress in mathematics. As a result, standards are not high enough in this key subject.
- Students' mathematical skills are insufficiently developed and applied to real-life situations in mathematics and in other subjects.
- Similarly, students do not get enough chances to develop their verbal communication skills in a range of subjects.
- Teaching requires improvement. The work set does not always meet the needs of all groups of students in lessons, especially the most able. As a result, the proportions of students who gain higher GCSE grades (A\* and A) is too low.
- There are not enough opportunities for students to respond to teachers' marking and to improve their work.
- The behaviour and safety of students requires improvement because student absence and exclusions are too high. Rewards and sanctions are inconsistently applied.
- Some lessons do not interest and engage students. This leads to very occasional low-level disruption which means students do not achieve as well as they could.
- The checks on quality of teaching and the progress of students made by subject leaders have not been rigorous enough.
- Improvement planning documents do not contain clear, specific, measurable milestones so that those responsible for improvement are robustly held to account.

### The school has the following strengths

- In a few lessons, teaching is outstanding and students achieve very well in these lessons.
- Students feel very safe in college and relationships are generally good. They are courteous and polite.
- Students with special educational needs and those with hearing impairments make good progress.
- The headteacher and the deputy headteacher have been unwavering in their determination to improve the quality of teaching in the college, and have had particular success with improving achievement in English and with promoting literacy in a range of other subjects.
- The governing body assists senior leaders in improving the college's performance.

## Information about this inspection

- Inspectors observed 26 part lessons across a range of subjects in the college. Two lessons were jointly observed with senior leaders.
- Meetings were held with the headteacher, other members of the leadership team, and teachers with leadership or management responsibilities. An inspector met with four members of the governing body, including the Chair and vice-chair.
- Inspectors talked with students throughout the inspection. They also met with two groups of students, one group from Key Stage 3 and one group from Key Stage 4. Additionally, inspectors listened to students read in Year 7. As well as looking at students' books and files in all lessons, inspectors also scrutinised samples of mathematics work from students in Year 8 and Year 10.
- Inspectors examined a large range of documentation including college performance data, monitoring records, college improvement documents and evaluations, records of behaviour, attendance and exclusions, and safeguarding documentation.
- Inspectors took account of the views of 12 parents who had responded to the on-line questionnaire (Parent View), as well as parental surveys carried out by the college. In addition, one parent wrote a letter to the inspectors. Inspectors also took account of the views of 15 staff who returned inspection questionnaires.

## Inspection team

Mark Patton, Lead inspector

Additional Inspector

Timothy Gartside

Additional Inspector

Gillian Salter-Smith

Additional Inspector

David Halford

Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than it might in all circumstances reasonably be expected to perform.*

## Information about this school

- Hameldon Community College is much smaller than the average sized secondary school.
- The proportion of students supported at school action is broadly average.
- The proportion of students supported through school action plus or with a statement of special educational needs is almost twice the national average.
- The proportion of students supported by the pupil premium has increased steadily over the last three years and is twice the national average. The pupil premium is additional funding for those students who are known to be eligible for free school meals, children from service families and those students who are looked after by the local authority.
- The majority of students are of White British heritage, and there is a smaller than average proportion of students from minority ethnic groups, mainly of Bangladeshi and Pakistani heritages.
- The proportion of students that leave or join the school during the school year is over twice the national average.
- The college has an additional resourced provision for up to 20 students with hearing impairments, which draws from a wide geographical area. This is part of the college's Inclusion Faculty.
- The college holds the Basic Skills mark.
- The college does not enter students early for GCSE English or mathematics.
- The college used an off-site educational provider called ACERS East for a very small number of Key Stage 3 students until the summer of 2013.
- In 2012, the college met the government's current floor standards which set out the government's minimum expectations for students' attainment and progress.

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

- Eradicate the very small amount of inadequate teaching, and improve the overall quality of teaching so that it is consistently good or better in all key stages, and especially in mathematics, in order that students achieve well by:
  - ensuring that teachers plan activities and teach lessons which consistently meet the needs of all students in each class, including challenging the most able learners
  - ensuring the students have more regular opportunities to respond to teachers' written comments, and so improve their work further
  - increasing the number of opportunities in all subjects for students to engage in extended talk and discussions so their skills in speaking to a range of audiences improve
  - building on the success of the literacy support programme and extending this fully to support those students, especially in Key Stage 3, who have weaknesses in numeracy
  - increasing the number of opportunities for students to apply their mathematical skills in situations that reflect real life and so help students to understand the practical use of mathematics in range of subjects
  - sharing more effectively the examples of good and outstanding practice that exist across the

college.

- Improve attendance and behaviour so they are both at least good by:
  - planning work that is relevant and engaging to all students so that behaviour does not deteriorate causing students to be excluded, and that all students want to attend regularly, whatever their level of ability or background
  - strengthening further the work the college does with parents, particularly those parents of students who do not attend well
  - ensuring that all staff consistently apply the college’s rewards and sanctions procedures, including those that relate to attendance.
  
- Improve the effectiveness of leaders and managers further by:
  - ensuring that subject leaders carefully check the quality of teaching and students’ learning and progress in their area of responsibility, and challenge staff if students are not achieving their full potential
  - making sure that improvement plans have clear, specific and measurable milestones and include costings, so that those responsible for improvement tasks throughout the college can be held to account more robustly.

## Inspection judgements

### The achievement of pupils is inadequate

- Although students make expected progress in most subjects including English, they underachieve in mathematics. Therefore, achievement overall is inadequate. The most able students make inadequate progress in a range of subjects because teachers do not have high enough expectations of them.
- Over time, students do not make enough progress in mathematics from their individual starting points. This means that standards in this key subject are too low. In 2012, under half the students made the expected progress in mathematics by the end of Year 11. Consequently, only half the students attained A\*-C grades in mathematics, compared to nearly three-quarters in English.
- Recent, decisive action taken by governors and the headteacher means that the quality of teaching in mathematics is starting to improve. Inspection evidence from observing lessons and looking at students' books and files confirms that students' progress is also improving.
- The most able students generally do not achieve as well as they should. The proportions of students attaining grades A\* and A at GCSE is significantly below national benchmarks in all key subjects except in art and design, which is a popular option chosen by students.
- In the 2013 GCSE examinations, outcomes for students dipped. A significant proportion of these students arrived in the college during Key Stage 4 with low prior attainment. Despite a range of support from the college and the local authority, some of these students did not attend college regularly enough and there was not enough time for teachers to close the gaps in their skills and levels of understanding.
- The procedures the college has developed for managing the integration of new students ensures that they usually settle in quickly. These students make broadly similar progress to other students in college.
- Students are not self-assured in their oral communication. They rarely speak out confidently and fluently in class. Other than in English, teachers plan too few opportunities for students to practise and improve their speaking skills in order to help them overcome their reticence.
- Students from minority ethnic groups generally achieve at least as well as their school peers. However, the college's drive to ensure that all students have an equal chance to succeed is not yet fully successful. This is because the amount of progress made in different subjects, particularly mathematics, and by the most able students varies too much.
- Current college data, supported by inspection evidence, indicate that students are on course to achieve much better examination results in 2014 and in 2015. For example, currently standards in English are rising, because many students are making more than expected progress.
- Better support for students who have weaknesses in literacy, particularly in Year 7, means that students' progress with reading and writing is improving. Additional Year 7 catch up funding is used well to provide targeted one-to-one and small group work with those students that did not achieve Level 4 in reading. This means that these students catch up as quickly as possible. Similar additional support with numeracy is more recent and has not had the same impact yet.
- Disabled students and those with special educational needs generally make good progress in college from their individual starting points in most subjects, including English and mathematics. This includes students supported through the hearing support department in the inclusion faculty. The skilled teaching provided by the staff in the inclusion faculty, as well as very well targeted individual support, makes a strong contribution to these students' good progress.
- Students supported through pupil premium funding generally make good progress in college. Some students benefit from extra individual support to help them with their basic skills, while others can access alternative provision that matches their interests. Students known to be eligible for free school meals attain approximately half a GCSE grade lower than their peers in English and in mathematics. This gap is closing because teachers use college data well to identify gaps in skills and then close these gaps with personalised teaching for these students.

**The quality of teaching****requires improvement**

- Despite recent improvements, the overall quality of teaching in the college is not yet good. A small amount of inadequate teaching still remains across a range of subjects and there is still too much teaching that requires improvement. There is considerable variation in the quality of teaching, especially in Key Stage 3 where some outstanding teaching and some inadequate teaching was seen during the inspection.
- Over time, teaching in mathematics has been inadequate. This has led to students' poor achievement in this key subject. Inspection evidence shows that the teaching in mathematics has improved this year. As a result, attainment is rising and progress has quickened this year, although it is still not good enough. College monitoring records and observations made during the inspection indicate that inadequate teaching in mathematics has now been eradicated.
- The additional support now given to students with weaknesses in numeracy is starting to close the gaps in their knowledge and skills that have developed over time. Students said that they enjoy numeracy and mathematics more when they can see how they would use them in everyday life. However, there are not enough opportunities in mathematics lessons for students to apply mathematics to realistic situations and for students to practise their numeracy skills in a range of subjects.
- Where teaching still requires improvement, the work provided does not sufficiently match the needs of all groups of students in a class, or is uninteresting for them. This means that the work is either too easy or too difficult. In particular, the most able students are not challenged sufficiently. Very occasionally, a few students become bored and misbehave.
- Most teachers mark students' work frequently and write helpful comments that describe what has been done well and what needs to be done in order to improve. However, they do not always ensure that students read and respond to this feedback. Teachers in some departments, such as English, do this very well but this practice is less evident in science and mathematics, for example.
- During the inspection, some good and outstanding teaching was observed, for example, in subjects such as physical education, design and technology, and history. In these lessons, teachers and students have high expectations of each other, and teaching builds rapidly on what students already know and can do, no matter what their starting points. This means that all students in these lessons make rapid progress.
- In an outstanding Year 9 physical education lesson on floor gymnastics, the class of boys knew precisely what they had to do to be successful. They worked hard and enthusiastically, coached and assessed one another, with excellent support from the teacher, in order to achieve the aspirational targets they had set themselves.

**The behaviour and safety of pupils****requires improvement**

- This aspect of the college's work requires improvement because although students are safe and mostly behave well in college, a small minority of students do not attend regularly or are excluded too often. This means that these students do not achieve well enough.
- Although overall levels of attendance have improved over time, they remain low when compared with other secondary schools. The college has taken action to improve attendance and tackle persistent absence, and has worked hard with parents on these issues. However, there is still more work to do with some families to ensure that they fully understand the importance of regular attendance at college.
- The proportion of students who receive fixed-term exclusions from college is reducing because teachers are planning more interesting learning activities that engage students more quickly in learning. However, exclusion rates are still above other schools nationally. This holds back the progress of these individual students. The introduction of the college's isolation room has also contributed to a recent decline in fixed-term exclusions.

- Students' punctuality to college has improved dramatically because of higher expectations from college staff, and the college's work with parents.
- Students are polite and well-mannered towards each other, staff and visitors to the college. They move around the building calmly and with little fuss. Students told inspectors about how behaviour has improved in the college over the last year or so, and that some teachers manage behaviour better than others. The college's new rewards and sanctions system has made a strong contribution to improving behaviour, attendance and punctuality, but not all staff use the system consistently.
- Students feel safe in college and they know about different forms of bullying, including homophobic bullying. On the rare occasions that bullying does occur, the college deals with it well. Students value the college's new restorative justice programme. They think this helps to resolve the few problems that arise between students more effectively than in the past.
- Relationship issues are also discussed in lessons. For example, in a Year 10 English lesson, students were fully engaged in talking about relationships and bullying whilst they were studying 'Of Mice and Men'.
- The work of the inclusion faculty also makes a strong contribution to building up the self-esteem and confidence of the college's more vulnerable students.

### **The leadership and management**

### **requires improvement**

- Leadership and management require improvement because although the college has improved achievement in English, leaders, managers and governors have been slower to address underachievement in mathematics and for the most able students.
- Leaders' evaluation of the college's performance is effective in confirming the college's strengths and identifying sensible priorities for improvement. Improvement plans focus on the things that will improve outcomes for students. However, the absence of specific and measureable milestones and costs makes it more difficult for senior leaders and governors to monitor the college's progress rigorously.
- Additionally, subject leaders have not been fulfilling their role in the monitoring and evaluation of teaching and students' outcomes sufficiently well. This is because a previous appraisal system was not sufficiently well embedded, and because subject leaders had not had sufficient training to carry out their role effectively. Although governors and senior leaders have taken action to address these points, and some progress has been made, the full impact of the changes has yet to be felt.
- Recent developments in the college's appraisal systems and monitoring systems are leading to greater accountability. These, together with a well-planned and personalised training programme for all college staff, are resulting in better teaching. Nevertheless, there are not enough opportunities for staff to share the pockets of good and outstanding practice that exist in the college.
- College leaders, including governors, share an ambitious drive for improvement and have taken recent action to eradicate inadequate teaching in the college. This has been successful in mathematics and the very small amount of inadequate teaching that remains in other subjects is being tackled robustly.
- Although the college's curriculum is broad and balanced, it has not been meeting the needs of the most able students in most subjects sufficiently well. In addition, the provision for mathematics has only recently begun to improve. Alternative teaching and learning provision is used for a very small number of students. The quality of this provision is checked regularly and if students are not benefitting from the provision it is stopped.
- Curricular opportunities are used well to raise students' aspirations and to provide careers information and advice. An example of this is a recent visit by an aircraft manufacturer involving all students in Year 7. There are numerous opportunities inside and outside lessons that contribute well to students' spiritual, moral, social and cultural development. Examples include visits to battlefields, musical and artistic events, a wide range of extra-curricular options, and

being a part of the student governing body or a college prefect.

- The learning for life faculty provides a wide range of events and opportunities that prepare students well for the next steps when they leave the college. This includes clear, impartial advice and guidance on education, employment and training opportunities from a wide range of local and national partners.
- Governors and senior leaders have worked with the local authority to improve the skills of staff in the college. For example, the coaching work of local authority consultants has contributed to improved teaching in mathematics, and to the professional development of all teachers through the college's teaching and learning training programme. This support is reducing because the expertise and effectiveness of college staff is improving.
- The college's arrangements for safeguarding students meet all current statutory requirements.
- **The governance of the school:**
  - Governors are experienced and bring a wide range of skills to their role in the college. They are reflective and undergo a regular self-evaluation exercise. Governors know how well the college is performing and precisely what needs to be done to improve students' progress.
  - Governors are aware of the strengths and weaknesses in teaching in the college. They recognise that inadequate teaching cannot be tolerated and have taken decisive action which has improved teaching and the achievement of students. Governors are determined that teaching will continue to improve, including in mathematics. They look carefully at the quality of teaching when making decisions about pay awards. No pay increments were awarded last year.
  - Governors are working well with school leaders to manage a projected deficit budget at the college. Governors know how the pupil premium and Year 7 catch-up funding is spent. They carefully monitor the achievement of students that receive support from this additional funding to make certain that the money is being spent in an effective way.



## 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>	134995
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	429969

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

<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>	326
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alex Bird
<b>Headteacher</b>	Gill Broom
<b>Date of previous school inspection</b>	21 June 2012
<b>Telephone number</b>	01282 683040
<b>Fax number</b>	01282 683042
<b>Email address</b>	head@hameldon.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

