

John Hanson Community School

Floral Way, Andover, Hants, SP10 3PB

Inspection dates 12–13 February 2014

Overall effectiveness	Previous inspection:	Good	2
	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

- In some lessons, teachers are not using the information they have on their students to plan effectively in order that all students can make good progress. As a result, the most-able students and those supported by the pupil premium are not achieving as well as they could do.
- Homework is not being set regularly enough for students to develop their knowledge and skills beyond the classroom.
- Teachers' marking does not always provide students with clear guidance on how their work can be improved and not enough time is given for them to act upon any advice. This means that marking is not always helping students to learn and make progress.
- The achievement of students in some subjects is not yet good enough because not all subject leaders have focused sufficiently on the quality of teaching in their area and the steps they need to take to improve it.
- The school's systems for tracking students' progress and gauging the quality of teaching have been unreliable. As a result, leaders have not had a clear enough picture of what needs to change or the impact of any changes that have been made.
- There are not enough opportunities for students to develop their skills in writing in subjects other than English.

The school has the following strengths

- School leaders, including the governing body, are developing a clearer picture of what needs to be done to improve the school. They are ambitious for its future success. As a result, the overall quality of teaching and the achievement of students are improving.
- Some teaching is very good and, in these lessons, students flourish.
- The relationship between teachers and students is very positive. Students behave well and are courteous and respectful. The school's work to keep them safe and secure is good.
- The school's curriculum is well matched to the needs of its students and there are numerous opportunities for students to engage in sporting, artistic and cultural activities.

Information about this inspection

- Inspectors observed parts of 35 lessons, some of which were observed jointly with members of the senior leadership team. In addition, they visited a number of lessons to look specifically at students’ homework and the quality of teachers’ marking and the extent to which these were helping students to improve.
- Inspectors met with two groups of students to discuss their experience of school, and particularly their learning, behaviour and safety.
- Inspectors met with seven members of the governing body and a number of groups of school leaders. They had a telephone conversation with a representative from the local authority.
- Inspectors reviewed a number of documents including: minutes of the meetings of the governing body; safety procedures; behaviour and attendance records; documents relating to school self-review and improvements; reports from the local authority; and the school’s records of performance management and teaching and learning.
- In carrying out the inspection, inspectors took account of the 60 responses to the online Parent View survey and 47 questionnaires completed by staff.

Inspection team

Graham Tuck, Lead inspector

Additional Inspector

Margaret Faull

Additional Inspector

Roger Garrett

Additional Inspector

Paula Sargent

Additional Inspector

Full report

Information about this school

- John Hanson is slightly smaller than the average-sized secondary school.
- The proportion of the school's population eligible for the pupil premium, which is additional funding provided for children in local authority care, children of service families and those known to be eligible for free school meals, is about half the national average. There are 49 children from service families currently on the school's roll.
- There are 19 students eligible for the Year 7 funded catch-up programme, which supports those students who have not previously reached the expected levels in English and mathematics.
- The proportion of students from minority ethnic groups is well below the national average.
- The proportion of disabled students and those who have special educational needs supported through school action and the proportion of students supported at school action plus or who have a statement of special educational needs are both below national averages.
- Approximately 40 Years 10 and 11 students follow additional courses at the Andover Consortium at Harrow Way, Winton Community Academy, Andover College and Sparsholt College. This is so that they can develop important skills that will be valuable to them in their future education, training and employment. In addition, 13 students attend the Andover Education Centre, 6 on medical grounds and 7 to help with aspects of their behaviour.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise the achievement of students by ensuring that teachers:
 - use assessment information to plan their work so that all groups of students, including those supported by the pupil premium and the most-able students, make good progress
 - set regular and relevant homework that encourages students to develop their thinking and practise their skills
 - improve the quality of their marking so that it has a greater impact on students' learning and progress.
- Make sure that teaching is regularly monitored, particularly by subject leaders, and that the results are used to identify how teachers can improve further.
- Ensure that the school's new data tracking and monitoring systems are used to:
 - identify what needs to be done to improve students' achievement
 - assess the impact of the measures taken, including those designed to support students eligible for the pupil premium.
- Ensure that all students make better progress in developing their writing skills by applying the policy for literacy across the school.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how aspects of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Students join the school with levels of attainment that are in line with the national average. As a result of inconsistencies in their progress in a number of subjects, including science and the humanities, the proportion that attained five or more GCSEs at grades A* to C including English and mathematics in 2013 remained only broadly average.
- Year 11 students supported by the pupil premium are not doing as well as they should and are not making the same progress in English and mathematics as other students in the school. In English, their rates of progress have improved and, as a result, the gap between their attainment and that of all other students narrowed to just under two thirds of a grade in 2013. However, in mathematics, the gap remained at over one grade. The impact of a programme to support reading through the use of Year 7 catch-up funding is not yet clear.
- In lessons, the most-able students are not always provided with work that stretches and challenges them and they are not always set relevant and engaging homework. As a result, their progress is not rapid enough. Over the last two years, the percentage of top grades awarded to these students has been below the national average.
- Students do not have sufficient opportunities to write at length in subjects other than English and this limits the extent to which they can practise their literacy skills.
- As a result of ambitious leadership and generally high quality teaching, students' achievement in English and English literature is consistently good. In mathematics, the students' rates of progress are improving. A small group of the most-able mathematicians sit their GCSE mathematics examination in November of Year 11: this is to enable them to move on to a more advanced mathematics course in Year 11.
- Disabled students and those who have special educational needs are monitored effectively by the school and receive good levels of support. This helps them to engage with their learning and progress as well as other students in the school.
- Students who follow additional courses outside the school or receive help with their behaviour are carefully monitored. As a result, nearly all move on to full-time education, training or employment.
- Students from minority ethnic groups, including those who speak English as an additional language, make progress that is at least in line with other students in the school.

The quality of teaching

requires improvement

- In a number of lessons, planning is not effective because teachers do not make good use of the assessment information that they have on their students. As a result, the work is not pitched at the appropriate level and key groups, including the most-able students and those supported by the pupil premium, do not make rapid enough progress.
- While the majority of books are marked regularly, the quality of feedback that students receive is inconsistent. Students are not always given clear guidance on how they can improve their work or the teachers' comments are preoccupied with aspects such as tidiness rather than supporting the development of the students' skills and understanding. There are insufficient opportunities for students to think about and act upon their teachers' advice. Homework is not being set regularly enough and so students are missing out on opportunities to develop their knowledge and skills beyond the classroom.
- A number of lessons are characterised by high levels of teachers' subject expertise and an enthusiasm that engages the students. In a design and technology lesson, the teacher provided each student with a detailed analysis of their work to date which the students then used in planning the next steps. As a result, they were able to make outstanding progress.

- Disabled students and those with special educational needs are well supported by teaching assistants who work effectively alongside classroom teachers.

The behaviour and safety of pupils are good

- The relationship between teachers and students is a particularly strong feature of the school. This means that when the teaching is good, students engage with their learning. They enjoy participating in such activities as group discussion and peer assessment and this helps them to make good progress in these lessons.
- The behaviour of students is good. They behave well at breaks and as they move between lessons. They are courteous and respectful towards each other and towards staff and visitors. They are proud of their school and this is reflected in their smart appearance and the way that they respect the school's buildings. After break times there is virtually no litter.
- In the past, the number of fixed-term exclusions was above the national average, but over the last year the number of students excluded from school has fallen, in part because of the introduction of new systems that use exclusion as a last resort. There have been no permanent exclusions.
- The school's work to keep students safe and secure is good. The atmosphere of the school is calm and friendly. Students confirmed that they feel very safe and that the rare incidents of bullying are dealt with effectively by their teachers. Students have a clear understanding of potential risks such as cyber-bullying. Almost all parents who responded to the Parent View survey agreed that their children are safe in the school.
- The school has in place effective systems for the promotion of good attendance and students arrive at their lessons punctually and ready to learn. The attendance of students over time is broadly average.
- The school ensures that students who attend courses at other institutions are safe and behave well. For a few students, these courses also provide them with strategies for improving their behaviour and dealing with the challenges that will face them when they return to school.

The leadership and management require improvement

- Until recently, the school's systems for tracking students' progress and gauging the quality of teaching have been unreliable. As a consequence, leaders have been unclear about their priorities for improvement. Where initiatives have been introduced, leaders have been unable to assess their impact accurately. New systems are now in place and these have the potential to bring about improvements in both the quality of teaching and students' achievement.
- Leaders and governors are not doing enough to ensure the good progress of students eligible for the pupil premium.
- Students do not do equally well in all subjects. This is because some subject leaders have not focused sufficiently on the quality of teaching in their subjects and the steps they need to take to improve it. Where middle leadership is strong, for example in English, students are engaged in their lessons and make good progress.
- School leaders, including the governing body, are ambitious for the school's success and they have begun to develop a much sharper picture of what needs to be done to improve. Based on this knowledge, a well-thought-out school development plan is being used to bring about important changes. In joint observations conducted during the inspection, leaders were accurate in their judgement of teaching. There are clear links between the management of teachers' performance, their appraisal and their pay. Responses to the staff questionnaire were positive, suggesting that staff morale is high.
- The school's curriculum is well designed to provide a variety of pathways to meet the needs of all students. In addition to traditional academic disciplines, which include the English Baccalaureate, students can follow a number of vocational subjects. Students are given helpful advice by the school and this allows them to decide on a pathway that best matches their

interests and abilities.

- The school is very effective in promoting students' spiritual, moral, social and cultural development. In addition to lessons in personal, social and health education, it offers a wide range of extra-curricular opportunities including sports clubs, drama and music productions and cultural trips. Students are involved in charity work and take on a number of responsibilities including supporting younger students with their reading.
- The school is committed to the promotion of equality of opportunity and is a harmonious and inclusive community with high levels of mutual respect and tolerance. Almost all parents who responded to the Parent View survey confirmed that their children were happy in the school.
- The school's arrangements for safeguarding students, including those who attend classes outside the school, meet statutory requirements.
- The school has received good support from its local authority learning partner in helping it to monitor its standards and improve teaching in a number of key areas, including mathematics.
- **The governance of the school:**
 - Governors are prepared to challenge areas of underperformance and they know that students supported by the pupil premium are not making the same progress as other students. They bring a range of expertise to their roles and are committed to developing their skills still further. Through their scrutiny of data, such as the school's RAISEonline report, they have a clear understanding of the quality of teaching in the school and how the school is performing compared with other similar schools and schools nationally. Governors receive regular reports on the quality of teaching and the link between this and teachers' pay progression. They have a clear oversight of school finances and they fulfil all of their statutory duties including those relating to safeguarding.

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	116405
Local authority	Hampshire
Inspection number	441027

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	880
Appropriate authority	The governing body
Chair	Linda Bagwell
Headteacher	Ian Coombs
Date of previous school inspection	22–23 June 2011
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