

Kirk Hallam Community Technology and Sports College

Godfrey Drive, Kirk Hallam, Ilkeston, DE7 4HH

Inspection dates

4–5 March 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 | | Requires improvement | 3 |
| 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

- Progress by the end of Year 11, particularly in English and humanities, is not good.
- Students who are eligible for government funding make less progress than other students.
- The quality of teaching is not consistently good. As a result, too few students make the progress that they should.
- Marking of students' work is inconsistent and does not always provide advice on how students can improve their work.
- Although improving, there are still some groups of students who are often excluded and whose attendance is low.
- Students are sometimes late to lessons and do not always display positive attitudes to learning.
- The sixth form requires improvement. Students do not consistently make good progress over time.
- Academy improvement planning is not yet sufficiently rigorous and leaders have not ensured that teaching and achievement are consistently good.
- Subject leaders' are not yet fully accountable for the teaching and progress in their areas.
- Governors have not provided sufficient challenge to academy leaders nor accurately monitored the effectiveness of additional spending provided to support students who are eligible for free school meals.

The school has the following strengths

- Leaders have a clear understanding of the strengths and weakness of the academy.
- The quality of information, advice and guidance to students is good.
- The safety of students is good.
- Arrangements for alternative provision are effective.
- The school makes good provision for the spiritual, moral, social and cultural development of its students.

Information about this inspection

- Inspectors visited 42 lessons; four were jointly observed with members of the leadership team.
- Inspectors also visited an assembly, form groups, and form time where students practise reading.
- An inspector listened to students reading out loud.
- Inspectors also carried out three sessions of shorter observations to focus on students' progress and the quality of marking in English, mathematics and science.
- Meetings were held with the Principal, senior leaders, four subject leaders and the Chair of the Governing Body. The lead inspector also spoke with a representative from the local authority.
- A telephone call was made to an alternative provider.
- Inspectors spoke with five groups of students in meetings and informally in lessons and around the academy.
- Inspectors took into account the 19 responses to the Ofsted online questionnaire (Parent View) and a parental survey that had been carried out by the academy.
- Inspectors reviewed a variety of documents, including: the academy's self-evaluation summary, the academy improvement plan, governing body minutes, performance management documents, records of lesson observations and records on attendance and behaviour. They looked carefully at the academy's data on students' achievement in English, design and technology and geography that have been amended in the light of successful appeals to the examination boards. In addition, they looked at current data on students' achievement.

Inspection team

| | |
|------------------------------|-------------------------|
| Julia Wright, Lead inspector | Her Majesty's Inspector |
| Dilip Kadodwala | Her Majesty's Inspector |
| Jacqueline Pentlow | Additional Inspector |
| Sheila Crew | Additional Inspector |
| Mark Cordell | Additional Inspector |

Full report

Information about this school

- This is a larger-than-average secondary academy.
- The proportion of students who are supported by the pupil premium is below the national average. The pupil premium is additional funding for those students who, in this academy, are known to be eligible for free school meals and for looked after children.
- The large majority of students are White British and speak English as their first language.
- The proportion of disabled students and those who have special educational needs supported through school action is just below average. The proportion at school action plus or with a statement of special educational needs is average.
- The academy meets the current government floor standards, which set the minimum expectations for students' progress and attainment.
- The Principal is a Derbyshire Local Leader of Education and supports another local school as part of his role.
- The academy is part of the Erewash Learning Community. This comprises six secondary schools who work together to offer a range of vocational courses in Year 11. Currently the academy teaches an engineering course to students from another school.
- Until September 2013, the academy was part of a consortium arrangement with Ormiston Ilkeston Enterprise Academy to share teaching in the sixth form. The consortium arrangements are still in place for current Year 13 students.

What does the school need to do to improve further?

- Ensure that the quality of teaching is consistently good or better so that all students, including those who are supported by the pupil premium funding, make the progress they are capable of, particularly in English and humanities, by:
 - improving the regularity and consistency of marking and feedback so it clearly identifies what students need to do to improve their work and make better progress
 - allowing the students opportunities to act on the feedback they are given
 - ensuring that teachers provide learning activities that provide sufficient challenge to students.
- Improve students' attitudes to learning by:
 - ensuring that all students understand the importance of being well prepared and on time for lessons
 - continuing to improve the attendance and reduce the fixed-term exclusions of disabled students and those who have special educational needs or are supported by the pupil premium funding.
- Strengthen leadership and management, including the governance of the academy, by:
 - ensuring that the improvement plan identifies clear, measurable success criteria and indicates who will be responsible for checking them and measuring the effectiveness of actions
 - ensuring that governors provide more precise challenge about the impact of actions taken by academy leaders, including the use of pupil premium funding
 - further developing middle leaders to take more responsibility for the quality of teaching and progress of students in their subject area, as well as in the sixth form.

Ofsted will make recommendations for action on governance to the authority responsible for the academy. An external review of governance, to include a specific focus on the academy's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Students join the academy with just-above average prior attainment. By the time they leave Year 11 the proportion gaining five GCSEs grade C and above, including English and mathematics, is also just-above average. Students' attainment in 2014 is projected to rise in both subjects according to the school's data.
- In 2013, students supported through the pupil premium achieved one grade below their peers in English and about one-and-a-quarter grades below in mathematics. These students also made less progress in these subjects than their peers. Current tracking information shows that students supported by this funding are making better progress than previously.
- A number of grade changes were made to GCSE results in 2013 in English, design and technology and geography, resulting in some overall improvements in achievement in these subjects. However, students' achievement in humanities remains a concern.
- In 2013, the academy's most-able students underachieved in GCSE mathematics. In English, the grade changes showed improved progress by the most-able students, but not by the other ability groups.
- Information provided by the academy for the current Year 11 students indicates that rates of progress in both English and mathematics are improving. However, there are still too few students who are making better-than-expected progress.
- Achievement in the sixth form requires improvement. There is some evidence that progress is now improving in Year 12, but variations between subjects remain. Progress in biology and history are significantly below average, while in art it is consistently above average. Students are given the opportunity to re-sit their mathematics GCSE, with half succeeding. Entry requirements have now been tightened and, as a result, no students enter the sixth form without a C grade in English.
- The academy places a strong emphasis on literacy. Students are encouraged to read widely, particularly during their 'core' time and library sessions. There is some variation in students' response to this, but it is particularly effective in the younger year groups.
- Leaders have given careful consideration to their decision to continue to enter students early for GCSE mathematics. In 2013 students were offered up to two resit opportunities and this allowed a proportion of students to reach higher standards in this subject, particularly at grades C and A*. Currently a small number of students are disengaged as a result of already achieving their target grade.
- Arrangements for alternative provision away from the school site are effective. Year 11 students, some of whom find traditional courses challenging, access a variety of programmes appropriate to their needs. Those students on work placements are being prepared well for the next stage of their education.
- The use of the Year 7 'catch up' funding is effective. It is used to provide an additional Accelerated Learning Group (ALG) with a tailored curriculum. Two students have already been re-integrated into the mainstream curriculum as a result of its impact on their reading and spelling.

- Achievement of disabled students and those who have special educational needs is now broadly in line with that of other students. Leaders keep an eye on information about how well these students are doing. This leads to effective and timely support. As a result, these students are starting to make better progress than previously.

The quality of teaching

requires improvement

- Teaching requires improvement because its quality is not consistently good enough in all subjects. Consequently, students do not make the progress that they are capable of making, particularly those supported by the pupil premium funding.
- Tasks and activities are not stretching enough for some and too hard for others. Work in lessons is not always well organised or sufficiently difficult. As a result, students do not gain enough of the knowledge and skills they need to develop their understanding fully.
- Homework is not set routinely and does not always extend learning. When it is effective, for instance in a design and technology lesson observed, activities build on students' achievement well, so that they acquire new knowledge and understanding quickly.
- Marking of students' work is not consistently good. Leaders are encouraging teachers to use a well-considered approach to marking specific pieces of work periodically. When the method is used well, it provides clear guidance to students and helps to improve their work.
- Students do not always take pride in their work. Some books contain graffiti and unfinished work that is not checked. This results in some poor attitudes to learning.
- Students' work is not always marked often enough to check and correct mistakes more quickly. Not enough teachers provide advice about corrections, presentation and how to extend students' knowledge. There are also inconsistencies in teachers' checks that students are following the guidance given in their next piece of work.
- The use of teaching assistants and other adults to support learning is not always successful in ensuring that students make good progress. In some lessons, support does not focus on the students' learning and, in one case, involved doing the work for the student. In other lessons, teaching assistants have a clear view of the purpose of the work and support. As a result, they provide a right balance of support that helps students to think for themselves.
- No inadequate teaching was observed. Although there is some outstanding teaching, it is not yet spread widely across all subjects. Some of the best teaching seen was in art, where students are given work that captivates them and results in high levels of engagement. In physical education, all students feel confident to join in, reflecting the department's success in promoting high levels of inclusion.
- Where teaching is good or better, teachers know what students already understand and use this knowledge to plan demanding and interesting work, to which students respond enthusiastically. For example, in an English lesson, students were highly engaged in a writing task because the teacher was giving good feedback on the spot. Students' progress in this class is demonstrably good over time.
- Although teaching is good in the sixth form now, it has yet to be seen in students' good

achievement in examination results over time.

The behaviour and safety of pupils

requires improvement

- The behaviour of students requires improvement. They are not always punctual and well prepared for lessons. This results in loss of valuable learning time.
- Their attitudes to learning are not consistently good and in some lessons they lose focus. This is often linked with the variable quality of teaching and is particularly evident in groups of lower ability. As a result, these students are restless in lessons and make less progress.
- The number of fixed-term exclusions is reducing over time, largely as a result of the introduction of a 'link room' where pupils are supported to improve their behaviour. However, exclusions remain high for students supported by the pupil premium funding and some students who have special educational needs.
- Students' attendance is now in line with the national average. However, the attendance of disabled students and those who have special educational needs, or are eligible for pupil premium funding remains below average. Attendance in the sixth form has improved dramatically as a result of the introduction of form tutors.
- Teachers use an electronic system to reward good behaviour. Students throughout the academy value this system and believe that it leads to them modifying their behaviour.
- Students are considerate of others around the academy. However, not all students respond positively to the academy's expectations, nor have consistently positive attitudes to learning.
- Students have a good awareness of the different types of bullying, including homophobic and racist. They are confident that academy staff will always deal effectively with incidents of this type. They appreciate the support they receive. One student's comment reflects the views of many others: 'All the teachers are brilliant at helping us.'
- The academy's work to keep students safe and secure is good. Students are well aware of how to keep themselves safe, both personally and online. Appropriate risk assessments are in place for all off-site activities, including alternative provision. As a result, students say they feel safe and this is supported by the view expressed by parents.

The leadership and management

requires improvement

- The academy's improvement plan lacks rigour. While the key actions needed to bring about improvements are evident, the plan itself lacks clear, measurable outcomes and evidence of how actions are going to be monitored and evaluated.
- Performance management arrangements have been amended to take account of *Teachers' Standards*. However, middle leaders are not yet fully involved in the performance management of teachers. Their understanding of the link between teaching and the impact on students' progress is not fully developed.
- The pupil premium funding is not always spent specifically on those students who are eligible for it. While there is some evidence of positive action at subject level, there is not a detailed enough analysis of expenditure and its impact on all eligible students' progress.

- The leadership of the sixth form requires improvement. Students' destinations are not routinely monitored. In 2013 the numbers of students who dropped out from courses in Year 12 increased, and fewer than two in every three students proceeded to higher education courses. Systems for tracking progress are improving. However, they are not sufficiently developed to provide effective support for students who are at risk of underachieving.
- Leaders have introduced a phased approach to developing teaching. The dissemination of best practice has not been rapid enough. Subject leaders' accountability is not yet sharply linked to teaching quality and judgements on teaching over time remain overly generous.
- The academy provides a range of subjects that offer breadth and balance. For example, a number of specialist vocational courses are offered, including agriculture and engineering. Students achieve high pass rates in these subjects.
- There is an extensive range of extra-curricular opportunities available both at lunchtime and after school. These include 'exploding volcanoes', sports, photography and a drama production. It is evident that all students are able to join in, whatever their strengths, and this leads to high levels of inclusion and equal opportunity for all.
- The quality of information, advice and guidance is good. Students are supported in developing career plans and advice given is impartial. The entry requirements for sixth form subjects are now more challenging.
- The school's provision for students' spiritual, moral and cultural development is strong. Students develop their sense of right and wrong through a wide range of opportunities in the academy. For example, students respond well to raising funds for charities.
- Students have a good understanding about religious and cultural diversity in modern Britain because these are promoted well through a range of subjects, visits and visitors. Examples include visits to theatres, places of worship and a link with a school in Gambia. Students show respect for views that are different from their own.
- The Principal in his capacity as a local leader of education provides leadership support to a local school. The local authority representative who commissioned this contribution confirms that the support has been well received.
- The self-evaluation summary is accurate. Leaders are aware of the strengths and weaknesses of the academy. However, this has not yet resulted in rapid action to improve outcomes for all groups of students.
- Parents are generally supportive of the school and a very large majority would recommend it to others.
- The academy's arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
 - Although the Chair of the Governing Body took up his post at the start of this academic year, he has already recognised the need to provide his colleagues with additional training to support them in their role to challenge academy leaders more effectively.
 - Governors have an overview of the quality of teaching and are aware of subjects where

students make less-than-expected progress, but have not yet taken effective action to address this.

- They are informed about the plan for academy improvement but do not take an active part in checking the effectiveness of actions that are taken.
- Although the governing body does use its power to withhold pay rises when teachers do not meet their targets, they do not do it rigorously enough to hold all teachers to account.
- They have an overview of how the pupil premium funding is being spent. However, they do not have a detailed understanding of how effectively this is done. As a result, this has not yet had sufficient impact for all eligible students to achieve well.
- The overall financial management of the academy is effective.

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

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| Unique reference number | 136485 |
| Local authority | Derbyshire |
| Inspection number | 440663 |

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.

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| Type of school | Secondary |
| School category | Academy converter |
| Age range of pupils | 11–18 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 1246 |
| Of which, number on roll in sixth form | 128 |
| Appropriate authority | The governing body |
| Chair | John Warrington |
| Principal | Peter Hamer |
| Date of previous school inspection | 13 June 2012 |
| Telephone number | 0115 9301522 |
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