

# Kelvin Hall School

Bricknell Avenue, Hull, HU5 4QH

**Inspection dates** 3–4 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Leadership and management at all levels, including governance, is outstanding. The key feature is a relentless pursuit of excellence.
- Where once the most senior leaders had high expectations of all staff and students, now everyone has high expectations of themselves. All strive to be the best they can be.
- Since its last inspection, the school has improved rapidly.
- Teaching has improved, and is now outstanding because the school provides high-quality training and all staff receive very good support.
- Systems to monitor the effectiveness of all that the school does and the progress of students in particular, provide highly accurate and timely information. Accurate analysis of this information enables the school to act quickly to remedy any small, temporary drop in standards.
- The behaviour of students and their attitudes to their work have improved significantly and are excellent. Students are highly ambitious and very keen to learn.
- Students' personal development is carefully nurtured through a wide range of responsibilities and enriching opportunities.
- High expectations, a safe and secure learning environment, skilled teaching and ambitious, well-behaved students have led to high academic standards and outstanding achievement.
- Students are well prepared for their next steps in education, training or employment. Some teachers, however, do not give sufficient opportunities to students to explore complex issues or topics in depth, requiring them to give well-considered responses.
- The school is perfectly placed to continue to provide an outstanding education for its students, and to further develop its role in supporting local community growth through more extensive consultation.

## Information about this inspection

- Inspectors reviewed a range of documents, including the school’s own data on current students’ progress, planning and monitoring documentation, records relating to behaviour and attendance, documents pertaining to safeguarding and external reports on the school’s overall effectiveness.
- Students’ current and earlier work was evaluated. Inspectors also undertook joint observations and reviewed, with senior and middle leaders, students’ work.
- Inspectors spoke with a wide range of students. They also spoke to members of the governing body and school staff, including those with management responsibilities and teachers new to teaching.
- An inspector met with a representative of the local authority.
- Seventy-four members of staff completed an inspection questionnaire and their views were taken into account.
- There were 12 responses to evaluate on Parent View, Ofsted’s online questionnaire. The inspection team also considered similar questionnaires issued by the school and completed by parents.

## Inspection team

Neil MacKenzie, Lead inspector	Additional Inspector
Steven Goldsmith	Additional Inspector
Nick Merifield	Additional Inspector
Christine Kennedy	Additional Inspector
Steven Beverley	Additional Inspector

## Full report

### Information about this school

- Kelvin Hall is much larger than the average-sized secondary school.
- The proportion of disadvantaged students, and therefore eligible for support through the pupil premium funding, is above the national average. The pupil premium is additional funding to support students who are known to be eligible for free school meals and those in the care of the local authority.
- The proportion of boys on roll is significantly higher than average.
- The proportion of students who are disabled or who have special educational needs is above average.
- A very large majority of students are White British.
- The school uses alternative provision off-site at the Rise Academy. However, at the time of the inspection, too few students attended this provision to make meaningful judgements about its impact.
- In September 2013, 75 students joined Year 10 from a neighbouring school which closed down. At that time, the neighbouring school's overall effectiveness was inadequate.
- This school is significantly oversubscribed with applications for students to attend in Year 7.
- In 2014, the school met the government's current floor standards, which are the minimum expectations for students' attainment and progress.

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

- Further raise student achievement by creating more opportunities for students to investigate topics in depth and express their points of view both verbally and through writing at length.
- Further improve the school and its role in the local community by widening consultation to include even more students, parents and community leaders.

## Inspection judgements

### The leadership and management are outstanding

- The board of governors and the headteacher know how to develop an excellent school and have been striving for that over the past six years. Every aspect of the school has improved considerably. All levels of leadership and management are outstanding and, therefore, the school has excellent capacity to continue to improve.
- Leaders and managers, including middle leaders, have not settled for quick solutions to problems unless they know the improvements will be substantial and long lasting. Kelvin Hall is led intelligently and a culture of success is evident throughout the school.
- At the heart of this excellent leadership is the ability to monitor all aspects of the school's work forensically, accurately and rapidly. This enables early identification of underperformance; spotted quickly, it usually requires only minor adjustments or short-term support. This close monitoring and effective response have been major contributory factors in the strong performance of students who are considered to be disadvantaged.
- The school has a very accurate view on how well it is performing and how well students are progressing. In addition to senior leaders using this to evaluate success, all staff now reflect in detail on their own performance and compare it to their high expectations of themselves. Staff are very professional and are excellent role models for their students and their profession.
- Staff are highly supportive of the school's leadership because they believe they are very well supported and their professional skills developed well. The leadership team skilfully blends high-quality training and guidance for staff with rigorous accountability. Staff know they are improving as professionals quickly and that their students are making excellent progress.
- Progress through salary structures is used well to reward success. If a member of staff does not meet the expected standards, they will be well supported to do so. Governors will take decisive action if individuals do not improve.
- Improvements in behaviour have also resulted from the school's accurate and frequent monitoring, with timely and personalised support for those students who need it.
- The curriculum is well considered and constantly under review. It offers a wide range of courses which prepare students well for their next steps in education, training or employment.
- Advice students receive on their future career paths is of high quality. Guidance is well planned and delivered. Students are able to make informed decisions with confidence. Working with the local authority, the school is very successful in helping those parents who are not confident in supporting their children through this process. The school is highly effective in promoting equality of opportunity.
- The school is passionate about promoting students' personal development and tackling discrimination. At the heart of this is a desire to promote leadership skills in all students. The school seeks a wide range of opportunities that will broaden students' cultural experiences. There is a flourishing boys' choir and music is so successful the school has its own jazz orchestra. There are many opportunities for students to take part in, and benefit from, a wide range of excellent performing arts activities and events. Students enjoy sport and many are very successful regionally. Students' spiritual and moral development is promoted throughout their whole-school experience, and most particularly in religious education and ethics lessons. Students express themselves articulately when they perceive injustice. They mix well in this socially diverse school. Difference in any form is respected, and British values and good relations are promoted effectively.
- Parents who responded to school questionnaires agree that the school is well managed. Similarly, all staff who responded to the inspection questionnaire agreed the school is well managed.
- Leaders and managers are taking early steps to widen the consultations Kelvin Hall has to inform future improvements to the school and how it can support growth throughout the community.
- Child protection and safeguarding procedures meet statutory requirements and make a very strong contribution to ensuring students are safe.
- As this is a rapidly improving school, the local authority has provided light-touch, judicious and constructive support.
- **The governance of the school:**
  - The restructured governing body offers the school excellent support through a very diverse range of high-quality expertise.
  - Governors are very ambitious for this school to provide an excellent education for the young people of this community, and have been highly effective in achieving that.

- Through their skilled analysis of performance data, the governors understand in detail the impact of the work of teachers and other staff members. They can describe the achievement of students, including those who are disadvantaged, and compare achievement to the effective use of funding.
- Governors hold the headteacher and other staff to account with rigour.

**The behaviour and safety of pupils****are outstanding****Behaviour**

- The behaviour of students is outstanding. It is exemplary around the school. Students socialise well and are courteous to each other and adults. They are proud to be part of this school and older students describe how quickly it has improved. They wear their uniforms smartly and are very punctual to school and to classes. The use of temporary exclusion is very rare.
- There are many students who describe how the school has helped them improve their behaviour. They are proud of this and appreciate the school's care and persistence.
- Behaviour has not always been as good as this. Leaders and managers have been highly effective in improving behaviour around the school and in classes. There is virtually no low-level disruption of lessons and some students say there is none. Students are keen to learn and work hard. They take pride in their work, which is completed with accuracy and care.
- Over recent years the school has worked very hard to, and been very successful in, improving attendance which is currently above average. The proportion of students who are persistently absent is very small.
- Parents who responded to the school's questionnaires agreed that students are well behaved. Staff who responded to the inspection questionnaire agreed that behaviour is well managed.

**Safety**

- The school's work to keep students safe and secure is outstanding. The school provides a very cohesive and secure learning environment. Students say they feel safe and very well cared for in this school.
- The structure of the school's pastoral and care systems is a major factor in ensuring students are safe and well looked after. There are clear lines of responsibility for care and students have entire confidence that adults will help and support them. Pastoral and care staff have a wide range of valuable expertise.
- All staff are well trained in child protection procedures and governors have considerable child protection expertise.
- Students know how to stay safe when exposed to potential dangers in their wider lives. Their understanding is supported by very good safety training in school. In practical lessons, students know how to be safe. Students will keep their friends safe by intervening when they are uncomfortable in a situation or by finding adult help or advice.
- Students say that bullying in the school is very rare. When it does happen, it is name-calling and dealt with swiftly.

**The quality of teaching****is outstanding**

- Teaching is outstanding. Teachers plan learning in detail based on what they know about their students and their subject. They ask questions skilfully. They give students excellent advice on how to improve.
- All staff have very high expectations of what their students can achieve.
- Teachers have a wealth of information about their students, about what they already know and any specific needs their students have. Teachers also have very secure subject knowledge and an excellent understanding of how students learn. Teachers have a wide range of resources available to them, and are creative in making others. This enables teachers to plan lessons in detail that fully meet the needs of their students and capture their interests. Lessons are well structured.
- Relationships between staff and students are very positive. In class, students behave excellently. They enjoy learning and work hard. Teachers ask good questions that make students think more deeply about their work.
- The guidance that students receive on how to improve is of a particularly high quality. Feedback is frequent and comments are personalised to each student. Time is planned in lessons for students to respond to advice.
- Most teachers are confident in their students' abilities to learn from very challenging work which requires students to investigate topics in depth and analyse complex issues. Students say they learn best when

they are required to discuss difficult ideas and communicate their opinions. Every teacher has a responsibility to teach literacy and this is done well across all subjects. Students rapidly improve their basic skills in reading and writing. Students read well and frequently. In addition, this focus on literacy ensures students can use subject-specific vocabulary with precision.

- Students say they get too much homework, however parents say that homework is appropriate. Students complete homework well and it makes a good contribution to their learning.
- Teaching is strong because the leadership of teaching is excellent. Staff are expected to prepare well, teach well and give excellent advice to students. Through high-quality training, teachers have developed an excellent understanding of how to help Kelvin Hall students learn best. This understanding is consistently applied across all lessons.
- Staff take pride in their contribution to this successful school. They work hard and are very professional. They understand the value of extra-curricular work and make considerable contributions to that too. No one wants to let a student down.

### The achievement of pupils

### is outstanding

- Last year in this school, the proportion of students that achieved five good GCSEs bucked the national trend and increased considerably. This builds on improving results over recent years. Students leave this school with results that are significantly above the national average.
- Students join this school with significantly below average attainment, so to achieve significantly above average results in Year 11 is highly commendable and represents outstanding progress.
- Last year, in English, students at the school achieved, on average, almost a grade better than students nationally. In mathematics, students also attained very well and science results are catching up rapidly. There are no subjects where students do not attain well.
- From their different starting points, students currently in the school make rapid progress. Any variations in achievement across subjects or with different groups of students are minor.
- The outstanding rates of progress and high attainment result from every aspect of the school performing very well. Students receive high-quality care and excellent teaching. The school seeks out every opportunity to develop students' personal skills and confidence. Students are inspired by this and are very keen to learn. Expectations for students to progress quickly start at the beginning of Year 7 and are maintained consistently throughout their time in this school.
- The quality of teaching and support for students who are disabled or have special educational needs is outstanding and they too make excellent progress.
- The school's most able students make rapid progress and attain excellent results. This provides them with an excellent foundation to continue to achieve well in their future studies.
- The large group of students who joined this school at the start of their Year 10, and are now in Year 11, are improving remarkably quickly. The standards they now attain are almost indistinguishable from those of students who have been in this school since they started in Year 7. This is a perfect illustration of the school's dedication to, and success in, providing equality of opportunity.
- Students who are considered to be disadvantaged make better progress in this school than other students do nationally, particularly in English. Compared to their peers within the school, they make similarly strong progress in English and in mathematics.
- In mathematics, the gap in attainment between disadvantaged students and others is narrowing rapidly. In 2014, the gap between disadvantaged students in mathematics and others both in the school and nationally was less than half a grade. In English, disadvantaged students attained as well as all other students nationally and about half a grade below others within the school. Over three years, these gaps have closed rapidly.
- Additional funding to support those Year 7 students who have weak reading skills is well used. These students make rapid improvement in reading.
- There has been a highly effective school-wide focus on improving literacy levels for all students and this has made a considerable contribution to raising literacy standards specifically and achievement more generally.
- Students use their numeracy skills very well across subjects and with confidence. In science in particular, students draw and analyse graphs accurately. Students will use information and communication technology (ICT) quite naturally and do so often to help their studies and communication skills.
- Nationally, girls outperform boys in GCSE examinations. In this school, there is no gender gap.
- The school currently makes very limited use of early entry to mathematics examinations. In 2014, a few

students entered their GCSE mathematics examination and all achieved very well. This enabled them to study mathematics at a higher level in Year 11.

## 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>	118103
<b>Local authority</b>	City of Kingston upon Hull
<b>Inspection number</b>	449010

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>	1,373
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Wood
<b>Headteacher</b>	Sarah Smythe
<b>Date of previous school inspection</b>	20 February 2013
<b>Telephone number</b>	01482 342229
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