

# Hanson School

Sutton Avenue, Swain House Road, Bradford, West Yorkshire, BD2 1JP

**Inspection dates** 24–25 February 2015

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

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Leaders have not ensured that students in the main school are safe and secure. Arrangements for safeguarding students are not fit for purpose. The school cannot guarantee students' safety. Students do not feel safe, including from bullying.
- Senior leaders need to ensure that safeguarding referrals to the local authority result in all concerns being appropriately catalogued and dealt with in a timely fashion.
- Senior leaders and governors have failed to improve the school since the last inspection; its effectiveness has declined and is now inadequate.
- Senior leaders have not gained the full support of staff for how they intend to improve the school. The ability of the school to improve is weak
- Senior and middle leaders do not rigorously check the quality of teaching to ensure it is good. Their view of the school's performance is too positive.
- Governors do not challenge school leaders or hold the school to account effectively.
- Students make inadequate progress in a range of subjects, including mathematics and English. Attainment by the end of Year 11 is well below average.
- The use of pupil premium funding to support disadvantaged students is inadequate. These students underachieve and are often absent.
- Students with special educational needs also underachieve. Support staff are not trained well enough to help students with hearing impairment.
- Many staff changes, including the use of temporary staff, have impacted negatively on teaching. Too little is expected of students. The quality of marking is poor and teachers' questioning skills are weak.
- The curriculum fails to meet students' needs. Literacy and numeracy skills are not promoted well enough across all subjects. Students' basic skills are weak. They are ill-prepared for their future.
- Behaviour is poor. Swearing and misbehaviour are frequent and too often staff fail to challenge this. Generally students' attitudes to learning are also poor.
- Attendance is low. Too many students are regularly absent and arrive late to school and lessons.
- Sixth form provision requires improvement. Students do not achieve well on academic courses and the quality of leadership requires improvement.

### The school has the following strengths

- Students with visual impairment are given good support and work well in all classes across the school.
- Sixth form students make good progress in vocational courses.
- Sixth form students are well cared for and are kept safe. They behave well and feel safe. Students receive good guidance and many secure places at prestigious universities.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Four observations were undertaken jointly with 'lead teachers' from the school.
- Inspectors spoke with three groups of students about their learning in lessons and their safety in the school. An inspector also listened to some students reading.
- Meetings were held with two governors and with school staff, including middle and senior leaders. An inspector met with two representatives of the local authority.
- Inspectors also looked at the school's review of its own performance, its development plan, school policies and the minutes of the governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at students' work in lessons and analysed samples of students' books.
- The 15 responses to the online questionnaire (Parent View) were evaluated. Inspectors met a small group of parents and, on request, spoke to parents over the telephone.
- There were also 34 questionnaires completed by staff which were analysed by inspectors.

## Inspection team

James McGrath, Lead inspector	Additional Inspector
Stephen Wall	Additional Inspector
Fiona Dixon	Additional Inspector
Neil MacKenzie	Additional Inspector
Irene Lavelle	Additional Inspector

## Full report

*In accordance with section 44 the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- The school is much larger than the average-sized secondary school.
- There are more boys than girls in the school.
- The proportion of disadvantaged students supported through the pupil premium is above average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The proportion of students from minority ethnic groups is above average and the proportion of students whose first language is believed not to be English is well above average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school has local authority resourced provision for hearing impaired and visually impaired students.
- There are five alternative off-site providers of education used by the school. They are Bradford Bulls, Leeds City College, JAMES, Training and Skills Centre and The Lighthouse Group.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics.
- Since the previous inspection, there have been significant changes in staffing and re-structuring of leadership within the school. The two deputy headteachers were appointed from September 2013 and many other middle leaders have been appointed since then.
- The school is in the process of becoming an academy under the sponsorship of the School Partnership Trust and has been for over four years. It is waiting for confirmation of an opening date. At present, the local authority is responsible for the school.

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

- Urgently improve students' behaviour and safety in the main school, including their attendance and punctuality, by:
  - making sure that all staff are trained appropriately in safeguarding and child protection procedures and systems are fit for purpose to ensure the safety of students
  - ensuring the school's work with the local authority and its agencies results in students being kept safe and secure
  - eradicating bullying so that students stay safe and feel safe
  - ensuring all adults challenge students' misbehaviour and swearing around the school consistently and effectively
  - eradicating incidents of some students' disregard for the safety of others and lack of respect for adults
  - reducing persistent low-level disruption, and instances of misbehaviour in lessons so that learning improves
  - consistently challenging poor attitudes to learning and having high expectations of students' presentation of work especially for boys
  - reducing the number of students regularly absent from school, particularly disadvantaged students and those with disabilities or special educational needs
  - developing effective practices to ensure students are punctual to school and to lessons.
- Swiftly improve the achievement of all groups of students and the quality of teaching so both are consistently good or better, by making sure that:
  - there are high expectations of what all students can achieve, including the most able and boys
  - work set matches the needs and abilities of all groups of students, particularly for those students who

are disadvantaged, those with disabilities and those with special educational needs

- teachers' questioning is skilful, draws out students' understanding and challenges them to think deeply
- students give extended answers to teachers' questioning in order to improve their level of oracy
- students' work is marked regularly, clear subject guidance is given for improvement and students are expected to respond to improve their work
- regular and meaningful homework is provided to students to develop their learning
- extra support for students, including those with hearing impairment, is managed more effectively to ensure that they make good progress
- reading, writing, speaking and mathematical skills are developed effectively across all subjects.

■ Rapidly improve the impact of leaders at all levels, including governors, by ensuring that:

- senior leaders and governors gain overwhelming support from staff for their actions to improve the school
- greater stability in staffing is achieved to provide students with more continuity in their education
- there is a relentless focus on improving the quality of teaching and learning to eradicate that which presently requires improvement or is inadequate
- the pupil premium funding is used effectively to improve the achievement, behaviour and attendance of those students supported by it
- all subject leaders rigorously check the consistent application of school policies so that teaching, learning and behaviour are at least good in all subjects
- senior leaders support middle leaders effectively in fulfilling their responsibilities
- support staff are trained effectively to help those students with hearing impairments and other students, especially those with disabilities and special educational needs, to achieve well
- the school's plans for improvement clearly link to students' achievement and the quality of teaching so the impact of leaders' actions in improving the school can be measured accurately
- governors hold leaders, including middle leaders, rigorously to account for students' achievement and the quality of teaching
- governors fulfil all of their statutory duties and meticulously check that the school is compliant with all statutory regulations at all times.

■ Increase the amount of progress students make in academic subjects in the sixth form and improve the success rate of students who re-sit GCSEs in Year 12, by ensuring that:

- the quality of teaching is at least good across all academic subjects
- all subject leaders check the quality of teaching and progress in the sixth form more rigorously.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school'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 leadership and management are inadequate

- The school's arrangements for safeguarding students do not meet statutory requirements and are a serious cause for concern. Not all staff are trained appropriately in safeguarding. Child protection procedures and systems are not fit for purpose. Leaders, along with governors, have failed to ensure that students are kept safe in the main school from bullying and misbehaviour. As a result, students do not feel safe. Leadership has not ensured that, in all cases, appropriate actions are taken when safeguarding concerns have been raised with the local authority.
- Leaders, including governors, have failed to deal with issues raised at the previous inspection with enough rigour in order to improve the school. The school's effectiveness has significantly declined. In Key Stages 3 and 4, the quality of teaching is now inadequate and so students underachieve. Students' misbehaviour, low attendance and poor punctuality continue to hamper their achievement and are not tackled well enough.
- The leadership of teaching is weak. Over time, leaders have failed to ensure that the quality of teaching is good enough. Their ability to improve teaching continues to be hampered by the large number of staff changes and the use of temporary staff. Many changes in leadership, some very recent, have also impacted negatively on how well teaching is checked and improved. Leaders, including subject leaders, are clear that improvements to the quality of teaching are a priority but have not ensured that teaching policies, such as marking, and approaches to managing behaviour and students' attitudes to learning are applied consistently by all staff and are at least good in all subjects.
- Over time, the performance management of teachers has been ineffective. Recent changes, however, are helping to ensure that the necessary improvements in teaching are identified more effectively. A team of 'lead teachers' for example has been very recently established and are already demonstrating the ability to assess the quality of teaching with accuracy. There has, however, been too little time to determine any clear impact on improving teaching or students' achievement. Teaching which presently requires improvement or is inadequate has not been tackled with rigour and success.
- Although the headteacher is working to pursue a major change in culture in order to quickly improve students' achievement, she and other senior leaders are yet to enlist the full support of some staff and some middle leaders. Staff have varying views about the pace of change and do not feel well supported by senior leaders to bring about this change. This, along with the school's over-generous view of its own performance and the deterioration in its effectiveness since the previous inspection demonstrates that the ability to improve the school at a good enough rate is too limited.
- The local authority's support for the school has increased since September 2014 as they believed that the performance of the school could be inadequate. This work is recent and it is too soon to see any impact. Overall, since the previous inspection, the local authority's support has been ineffective and has failed to help the school to improve.
- Over time, leaders have failed to check and track the achievement of different groups of students with the necessary regularity and rigour. Underachievement has, therefore, gone unnoticed. Systems for checking this have improved very recently. Subject leaders and teachers are now better informed about the achievement of different groups of students. Even so, not all leaders are able to accurately interpret this information and therefore this hinders improvement. The school's plans for improvement do not clearly link to students' achievement and the quality of teaching. The impact of leaders' actions in improving the school cannot be measured accurately as a result.
- The school's promotion of equal opportunities is inadequate because too many students from different groups underachieve. Disadvantaged students underachieve because the school makes ineffective use of the pupil premium to narrow the gaps in their attainment in English and mathematics when compared to other students in school and nationally. This, along with their poor attendance means that these students fail to make the progress needed to catch up with others.
- The curriculum is ineffective in meeting the needs of all students. Poor literacy and numeracy skills are not being tackled well enough across all subjects to prepare students for the future.
- Leaders ensure that the personal development of students in the sixth form is good. Sixth form students develop a good understanding of spiritual, moral, social and cultural development and life in modern Britain. In the main school, students' spiritual and cultural understanding develops well through religious education, assemblies and a variety of extra-curricular activities. Discrimination is tackled appropriately should it occur. However, students' moral and social education and their understanding of democracy are less well developed. The poor behaviour of some students, disregard for the safety of other students, the lack of tolerance and respect for students and adults, as well as the incidence of bullying, shows that the school does not successfully promote good relations.

- The school has recently developed its careers education and guidance programme to engage all students across the school. School information shows that almost all students leaving the school continue in education, training or employment.
- There are close links between alternative providers and the school. Regular checks are made on attendance and progress at each provision with both the provider and school monitoring these effectively
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
  - Governance is ineffective. Over time, governors have not been diligent in holding all leaders to account for the achievement of all groups of students, the quality of teaching and for students' safety.
  - Governors have a clear understanding of the performance management process for the headteacher and its link to pay progression. However, not all governors are clear about the process of performance management of all teaching staff and how pay progression is decided. Governors' views of the quality of teaching have been inaccurate.
  - Governor training has strengthened their ability to hold the school to account. They are now asking more challenging questions and are beginning to have a greater understanding of how the school is performing in comparison to other schools nationally. Governors are clear about the school's finances but the impact of its allocation is not checked well enough. For example, they have failed to ensure that the use of pupil premium funding has been effective in improving the achievement of disadvantaged students.
  - Governors do not fulfil all of their statutory duties or check that the school is compliant with all statutory regulations at all times. Arrangements for safeguarding students are inadequate. Governors have not ratified the school's policy for safeguarding and child protection taking into account the statutory guidance produced by the Department for Education in April 2014. Governors have not ensured that the school's website meets statutory requirements. They are not clear about how well students are developing their understanding of democracy, tolerance and respect for others.

## The behaviour and safety of pupils

## are inadequate

### Behaviour

- The behaviour of students is inadequate. Attendance is low and has recently declined even further. There are too many students who are regularly absent from school and misbehave in lessons and around school.
- In the main school, learning is limited because too many students show poor attitudes towards learning and to their teachers, especially temporary teachers. There is much low-level disruption in lessons and many students are resistant to working hard. Students do not take a pride in their work and poor presentation of their work inhibits students' progress.
- Behaviour around the school can be calm and orderly, with students showing respect for each other and other adults. However, there are places in the school where because of unruly behaviour adults sometimes feel unsafe.
- Behaviour is poorly managed, particularly by the large numbers of temporary staff. Too many adults are unwilling to challenge poor behaviour and the frequent swearing that occurs.
- At lunchtime, students show disrespect for the environment and for adults by littering the dining area and expecting adults to clean it up.
- The school insists that uniform is worn smartly and most students comply. There are students who adhere to the school's demands and expectations for behaviour and who want to improve their learning. However, there are too many who do not. Some students say that behaviour is getting worse and can be very poor.

### Safety

- The school's work to keep students safe and secure is inadequate.
- Senior leaders need to work with the local authority, to ensure the creation of a system which provides an overview of school safeguarding referrals and which enables appropriate action to be taken to support the school.
- Not all staff have had child protection and safeguarding training so that they know how to keep children safe. Systems to ensure students are well protected are inadequate. Documentation is not systematically stored and record keeping to protect students is not robust. The school's systems do not enable concerns about students' safety to be catalogued and retrieved efficiently. Systems are not fit for purpose.
- The school cannot guarantee the safety of a small group of students who attend part time in school and

also work from home because of their poor behaviour. Some have been in this position for many months.

- Students are well aware of what constitutes bullying and how to keep safe when using the internet. Although the school's records indicate that there are few occurrences of bullying, students told inspectors that physical and verbal bullying is not uncommon. Some students say that they do not have confidence in the school in addressing bullying issues.
- Since September 2014, exclusions from school have reduced because of the introduction of an internal system to keep students in school working separately from others.
- Students are well supervised when attending courses off-site. They are transported to and from the settings. There is regular communication between the school and the providers with students behaving appropriately in these settings.
- At the start of the inspection, the school's central record of the checks made on staff to ensure they are fit to work with children was not compliant and did not meet statutory requirements. It was amended during the inspection and is now compliant.
- The very few parents who responded to the online questionnaire indicated their dissatisfaction with safety and behaviour in the school, as did the majority of staff who responded to the staff questionnaire.

### The quality of teaching

### is inadequate

- Weak teaching over time has led to students underachieving and making inadequate progress in a range of subjects including mathematics and English. Too little progress is made by disadvantaged students, those with disabilities and special educational needs and the most able students, due to the weak teaching they receive.
- Expectations of what students are capable of achieving are too low. The quality of work produced is often not good enough to bring about adequate or better progress and fails to encourage students, including the most able, to strive to attain higher standards. Very occasionally, the level of challenge is strong. For example, a high-ability group of Year 11 students in religious education are making strong progress as they are regularly given extended tasks to challenge them to do better.
- Work is not well matched to the varying needs and abilities of students. The previous achievements of students are not used well enough to plan appropriate work to challenge them to do better. Too often, the work set is the same for all abilities in a class and this leads to tasks being too easy for some and too difficult for others. Progress, particularly for disadvantaged students and those with disabilities or special educational needs suffers because of this mis-match of work.
- Questioning is not used skilfully by teachers to challenge and involve students in their learning. Often it is not used well enough to assess what students understand as questions posed are too basic and superficial. The questions often asked by teachers do not make students think deeply about what they are learning. Too often, short answers are accepted without clear explanations and this limits students' development of oracy.
- An analysis of students' work by inspectors shows that the quality of marking is highly inconsistent. There is much work that is not marked at all and too many examples of where marking does not provide useful advice. When marking is weak, students do not respond to improve their work, presentation is poor and many make slow progress. Very effective marking does exist. For example, the English work of some Year 7 students is marked exceptionally well and students respond in depth to improve their work. As a result, they make strong progress. However, such high quality marking is the exception rather than the rule.
- The teaching of basic literacy and mathematical skills is weak. Students' skills are not reinforced across all subjects to ensure they are making effective progress. There are too few opportunities for students to develop their reading skills, use high-quality language to express themselves, write extensively and use their mathematical skills in a wide range of subjects.
- Support assistants are not skilled enough to help disabled students and those with special educational needs to do better, including those students with hearing impairments. They are not always aware of what is to be taught and are unclear about what they can do to help students learn better. Consequently, students make inadequate progress.
- Homework is not used regularly and effectively to improve learning and drive up achievement for all students. It is not set regularly and is not challenging enough for all students.
- Teaching is better in the sixth form. Students are motivated to do well and learning is not disrupted.

**The achievement of pupils****is inadequate**

- Since the previous inspection, by the end of Year 11 students have underachieved in a range of subjects, including mathematics, design technology, business studies and sociology. This is due to weak teaching.
- For those students leaving Year 11 in 2014 progress in mathematics remained weak and was especially slow for the most able students. In English, overall progress improved and compared well with national progress measures. However, underachievement in mathematics and a number of other subjects led to too little progress overall. As a result, the proportion of students attaining five or more GCSE grades between A\* to C, including in English and mathematics, was well below average as it was in 2013.
- An analysis of students' work by inspectors as well as the school's current data of students' achievement indicates highly variable and overall weak achievement across the school. Students are making inadequate progress in a range of subjects including English, mathematics and information and communications technology. Data show that progress is highly variable in English and for some classes and groups of students it is inadequate, particularly in Year 9. Variability in achievement is attributed to highly variable teaching quality and a lack of continuity in staffing.
- The most able students underachieve, making much less progress overall than similar students nationally. An analysis of students' work showed a lack of challenge for these students across subjects. Leaders told inspectors that there has been too little targeted support for these students to do well across the subjects.
- The achievement of boys is well below average and below that of girls in the school; their attitudes to learning are weaker than girls. Overall, boys' poor behaviour inhibits their progress and that of others.
- Disadvantaged students underachieve, making much less progress than non-disadvantaged students overall, especially in mathematics. Too often, these students are absent from school, but when in school behave inappropriately. Consequently, their progress is hindered. Very recently, leaders have started to check on the progress of different groups of students. This has not happened before September 2014. As a result, the additional government funding available to support these students has been used ineffectively to raise their attainment and improve behaviour and attendance.
- In 2014, by the end of Key Stage 4, disadvantaged students were one GCSE grade behind non-disadvantaged students in school and one and a quarter grades behind non-disadvantaged students nationally. In mathematics, they were one and a half grades behind non-disadvantaged students in school and two grades behind non-disadvantaged students nationally. Overall, achievement gaps are not closing. Current data provided by the school shows highly variable gaps in the achievement of disadvantaged students compared to other non-disadvantaged students across the school.
- Although relatively small in number, nationally published information shows that students with a statement of special educational need have made better progress than other students by the end of Key Stage 4 in 2014. However, school information shows that this is no longer the case. The current progress being made by these students is no better than the other students and is also inadequate. Other students with disabilities and those with special educational needs without a statement also underachieve. Their needs are not planned for effectively. The support they receive has been inadequate over time. Teaching does not meet their needs effectively and these students are also often absent from school.
- Visually impaired students are well supported in their learning across the school but hearing-impaired students are not and this impedes their progress.
- The school does not use early entry to examinations, as it has not served students well in the past.
- Those students attending alternative off-site provision make effective progress with their studies in their placements. However, too many of them are underachieving in English and mathematics at school due to weak teaching.
- Year 7 catch-up funding (government funding for those entering secondary school with below average standards in English and mathematics) is not helping all of these students to make a swift improvement in their skills. Progress is too slow to enable them to catch up.
- Over time, the development of students' literacy and numeracy skills has not been planned effectively. For example, only since September 2014 has the school checked the reading ages of students entering in Year 7. Students' reading skills are weak. There are too few opportunities across subjects to develop students' basic skills effectively.

**The sixth form provision****requires improvement**

- Achievement requires improvement, as it is not consistently good across academic subjects. Students following vocational courses, however, make good progress and achieve well due to good teaching in these subjects.



- Attainment on entry to the sixth form is average. In many academic subjects, students generally make expected progress but too few students do better than this. Although the proportion of students attaining the highest grades in academic courses at the end of Year 13 is improving, this is not the case at the end of Year 12. Success rates for GCSE resits, especially in mathematics, vary but are generally below average.
- Disadvantaged students do as well as non-disadvantaged students. They receive good guidance in choosing appropriate courses in which they can succeed. There are too few disabled students or students with special educational needs to make comparisons in achievement with others.
- Teaching requires improvement because it has not brought about consistently good achievement across subjects over time. Teachers engage students actively in their learning and have the full cooperation of all students. As students' behaviour is strong and they are highly motivated to learn, teachers can use their subject knowledge and skills to move learning forward rather than having to manage misbehaviour, as is the case in other key stages. A few subjects suffer from a lack of continuity of staffing, for example in information and communications technology, which disrupts learning and progress and in turn prevents good achievement.
- Students say they feel safe in school and value the steps taken by sixth-form leaders to promote awareness of personal safety and well-being. They are well-aware of how to keep safe and are a 'tight knit unit' who are capable of identifying when all is not well with their peers and are clear about what to do should there be any safety issues. Sixth-form leaders engage exceptionally well with the students and are diligent in checking on their safety. Consequently students speak freely to these leaders and raise any matters that might concern them. This enables them to ensure that students are kept safe and secure. There is no bullying. Students are consistently polite and pleasant with one another and with adults. Students are punctual and attend regularly and this is monitored well.
- Programmes to promote democracy, tolerance and respect for the community and other faiths are comprehensive and are planned well. Sixth-form students make a good contribution to the life of the school and strive to do well in their studies.
- Systems and procedures to care for, guide and support students are strong and much appreciated by students. They receive good advice in choosing their sixth-form courses and when moving on to higher education, colleges or employment. When leaving the sixth form, all students gain employment with training or go on to further study. Many go to prestigious universities.
- There are many aspects of leadership and management of the sixth form that are strong and purposeful. However, the weaker involvement of subject leaders in rigorously checking the quality of teaching and learning in their subjects means that overall leadership in the sixth form requires further improvement.

## 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>	107440
<b>Local authority</b>	Bradford
<b>Inspection number</b>	442194

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>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,714
<b>Of which, number on roll in sixth form</b>	264
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Tuff
<b>Headteacher</b>	Elizabeth Churton
<b>Date of previous school inspection</b>	26 February 2013
<b>Telephone number</b>	01274 776200
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