

# Hameldon Community College

Coal Clough Lane, Burnley, Lancashire, BB11 5BT

**Inspection dates** 16–17 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching requires improvement. Over time, there is not enough consistently good and outstanding teaching and learning.
- A small minority of students remain disengaged from learning where activities are insufficiently challenging and lack planning to meet their needs.
- Too many students do not make expected progress in mathematics by the end of Key Stage 4.
- Disadvantaged students lag significantly behind their peers in the progress that they make in mathematics by the end of Key Stage 4.
- The numeracy and oracy skills of students are not being sufficiently developed within all subjects

### The school has the following strengths

- The focused leadership of the headteacher and her senior and middle leaders gives a good capacity for the school to make further and more rapid improvement
- The proportion of students attaining five or more GCSE qualifications at grades A\* to C, including English and mathematics, improved significantly in 2014.
- A high proportion of students make expected progress in English.
- The school provides excellent care and support for its students.
- Students' behaviour has improved significantly over the last two years.
- The school's safeguarding procedures are effective.
- Governance is good. Governors closely monitor progress towards key areas for improvement.

## Information about this inspection

- Inspectors observed a wide range of subjects taught across the school to different age groups. Several lessons were observed jointly with members of the senior leadership team. A learning walk of the school was undertaken to examine students' behaviour.
- Inspectors looked closely at samples of students' written work across a range of subjects and year groups. They also watched behaviour around the school at social times.
- Inspectors held meetings with senior and middle leaders, groups of teachers, and two groups of students. Inspectors met with the Chair of the Governing Body and one other governor. Inspectors also met with a representative of the local authority.
- Inspectors scrutinised a wide range of documentation including: the school's self-evaluation and development plans; data relating to students' attainment and progress; information about students' attendance; documents and records about behaviour and safeguarding; records of the monitoring of teaching and learning and of performance management and minutes of meetings of the governing body.
- There were too few responses to the online questionnaire (Parent View) to be analysed by Ofsted. Inspectors reviewed the school's own records of parental and student feedback. They also took account of 11 questionnaires completed by staff.

## Inspection team

Patrick Geraghty, Lead inspector

Her Majesty's Inspector

Melanie Williams

Additional Inspector

Marcia Harding

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- Hameldon Community College is a smaller than average-sized secondary school.
- The proportion of disadvantaged students, those eligible for support through the pupil premium, is well above the national average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of students from minority ethnic backgrounds is well below the national average.
- The proportion of students who speak English as an additional language is well below the national average.
- The proportion of students who are disabled or who have special educational needs is above the national average.
- The school has an additional resourced provision for up to 20 students with hearing impairments, which draws from a wide geographical area. This is part of the school's inclusion faculty.
- In 2014 the school met the government's current floor standards which are the minimum expectations for students' attainment and progress.
- The school does not enter students for GCSE examinations earlier than the usual time.
- A small number of students are currently in alternative provision for half-a-day per week at The Basement Project Burnley.

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

- Improve the quality of teaching that requires improvement so that it is good and increase the amount of outstanding teaching by ensuring that all teachers:
  - plan for students' progress by developing learning activities that engage and meet the learning needs of all students
  - develop the use of their questioning skills so that all students have opportunities to refine their reasoning, improve their spoken language and extend their thinking
  - provide consistently effective feedback across all curriculum subjects so as to better direct students in their next steps of understanding
  - make sure that numeracy is better developed across different subject areas.
- Ensure that students, including disadvantaged students, make better and more rapid progress in mathematics so that attainment rises at Key Stage 4.
- Further embed and accelerate strategies to promote improvement in provision by making sure:
  - that continuous professional development for staff is informed by the best sector practice with regard to improving the quality of teaching and learning
  - there continues to be a rapid reduction in fixed-term exclusions for the small minority of students whose behaviour leads to these sanctions
  - an aspirational culture is developed further, through a greater emphasis on improving the oracy, positive reading attitudes, numeracy and work-related skills of all students.

## Inspection judgements

### The leadership and management are good

- This is an improving school. Since its inception, the school has faced numerous obstacles. Many of its students are vulnerable and face significant issues in their lives outside school. In recent times, because of well-focused strategies, leaders and managers have built a good capacity for improvement and have succeeded in moving the school forward. In 2014 attainment at GCSE rose significantly: the proportion of students gaining five qualifications at grades A\*-C, including English and mathematics, improved by 24% to just above the national average.
- The headteacher has placed a strong emphasis on raising achievement and embedding an aspirational culture. She has initiated change that has impacted positively on school performance. Senior leaders strongly support the headteacher in this drive. They share a clear vision for future improvement.
- Middle leaders are now more accountable for the quality of provision within their areas of responsibility. They have regular meetings with senior leaders and are actively involved in the improvement of teaching and learning. Middle leaders told inspectors that they welcomed increased accountability and responsibility that they had been given.
- The management of teaching and learning has improved. Continuous professional development is better aligned to the evaluation of strengths and areas for improvement from the school's lesson observation and learning walk programmes. However, senior leaders acknowledge that the school needs to be better informed by the best sector practice in teaching and learning.
- Data management has been sharpened. There is a stronger focus on the tracking, monitoring and evaluation of students' progress. However, data is not always used effectively by all teachers to plan lesson activities so as to meet the individual learning needs of all students.
- The school's self-evaluation is comprehensive, largely accurate and clearly identifies the strengths and weaknesses of the school. There are regular milestones within improvement planning to evaluate the impact of strategies as well as opportunities to readjust them where necessary. Performance management is robust. Teachers are held to account for their performance set against outcome and the quality of teaching and learning targets. Middle managers have clear targets for performance improvement which are challenging. There is a well-defined relationship between teachers' appraisal and the performance of students.
- The curriculum at Key Stage 4 is largely GCSE-based with a limited vocational pathway also offered. The school is currently reviewing the structure of Key Stage 4 curriculum with a view to extending pathway choices. There is a strong emphasis on improving students' literacy levels at Key Stage 3, which is helping to raise students' reading ages; the school promotion of reading has strengthened.
- Careers education is offered at both key stages. The school works closely with BiTC Burnley (Business in the Community) to better prepare students for the world of work.
- The school provides students with effective programmes to enable them to understand citizenship and responsibility within a democratic society. Discrimination is not tolerated and harmonious relations are fostered between students of different backgrounds.
- As a result of a sharper focus on the use and impact of pupil premium funding, the achievement gap between disadvantaged students and their peers is now closing.
- The school provides excellent care and support for its students. Support structures are a key factor in the improved progress and attainment of students. Very good links with external agencies strengthen further the quality of the school's work and its care for its students. Leaders' relationships are very positive with the local authority, which makes a strong contribution to the school improvement agenda.
- There are good links with parents who are kept informed about the progress of their sons and daughters.
- Leaders ensure that the school's safeguarding procedures are effective.
- The governance of the school:
  - Governors have a good understanding of the school's performance trends. They offer robust and supportive challenge to senior leaders.
  - Governors have a good oversight of finance. They receive regular reports on how pupil premium monies are allocated and how they contribute to improving the achievement and attainment of disadvantaged students.
  - Governors are aware of the strengths and areas for improvement particularly in relation to teaching and learning. Many are frequent visitors to the school.
  - Governors monitor performance management well.
  - Governors ensure that safeguarding procedures meet statutory requirements.

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

- The behaviour of students is good. Over recent times students' behaviour has improved significantly and this represents an exceptional accomplishment for school leaders and managers. Strong support systems have made a key contribution to this trend.
- Fixed-term exclusions have been reduced significantly in the last two years but still remain high. The school continues to face challenges from a small cohort of students but has strategies in place to tackle those occasions when these students find coping with the routine of school life difficult.
- The significant majority of students behave well. They are polite to adults, including visitors, and are cooperative with each other. They demonstrate respect for the school environment which is well-maintained and tidy.
- Students take pride in their uniform. Many students told inspectors that the school was a 'community' of which they enjoyed being part.
- Students want to learn and in many lessons demonstrated good behaviour for learning. Occasionally, some become disengaged when activities were not well-planned or lack sufficient challenge.
- Students are increasingly taking roles of responsibility within school including as prefects, learning ambassadors and peer mentors for younger students. The school has an active school council. A debating society has recently been formed to better promote students' oracy and confidence. Students organise the extensive charity programme undertaken by the school. They also engage in a range of extra-curricular activities including sport and cultural trips.

**Safety**

- The school's work to keep students safe and secure is good. Behaviour is also good in the alternative provision.
- Students told inspectors that they felt safe and secure around the school. Students display trust and confidence in school staff.
- Students said that incidences of bullying are rare in school but that when they occur, they are dealt with quickly. Students are informed about and discuss different types of bullying, including cyber-bullying, racist and homophobic bullying.
- Students develop an understanding of how to keep safe through tutorials, assemblies and special focused events. They are made aware of issues regarding radicalisation and child sexual exploitation. For example, in April 2015 all Year 9 and 10 students participated in a drama workshop related to the *Prevent* programme.
- Safety procedures are well established around the school and students are informed and reminded of safety procedures and practice.
- A significant majority of parents who have responded to the school's own questionnaires feel that their sons and daughters are safe and well cared for in school.

**The quality of teaching requires improvement**

- Teaching and learning require improvement because there remain some inconsistencies in the quality of teaching and learning over time across the curriculum. There is not enough consistently good and outstanding teaching and learning.
- In the better lessons, the planning of learning activities to meet the learning needs of all students is good. Students are engaged and make good progress because activities are challenging and suited to their individual aptitudes. Teachers' questioning elicits deeper thinking and reasoning from students. Group work, when undertaken, is well-organised and purposeful. Students cooperate well with each other.
- When teaching is at its best in the school, the inquisitive natures of students are fully engaged. In science, for example, students were fascinated by an experiment to measure how wood lice reacted to different surfaces; their learning was skilfully planned to offer a range of different experimental tasks to suit the needs of different ability levels. All students made good progress as a result of skilful and precise teaching.
- In too many lessons, students are not sufficiently challenged and activities do not meet the needs of all. Teachers' questioning is sometimes superficial. Students' oracy and reasoning skills are not always developed well. Some students consequently lose interest and lack a focus and purpose in learning. This disengagement sometimes leads to low-level disruptive behaviour. The same students who appeared disaffected in some lessons were seen by inspectors to be actively engaged at other times where they

were suitably challenged by well-planned activities.

- Teachers mark students' exercise books regularly. In some cases, however, students are not encouraged to respond to teachers' comments or to reflect upon how they might develop their understanding.
- Opportunities to foster students' literacy skills are now well developed across the curriculum. In Year 7, students' reading ages are tested and remedial action is undertaken where these are low. There is greater encouragement for students to engage in reading for pleasure but senior leaders acknowledge that this remains a crucial area for further development. Numeracy is not as well developed across the curriculum. Further work is required to develop students' speaking skills. Senior leaders acknowledge that opportunities for speaking need to be embedded across the curriculum and that additional strategies need to be introduced to develop the confidence and skills of students in learning.
- Teaching assistants are effectively deployed and have a good impact, especially when they support the progress of those students with a hearing impairment.

### The achievement of pupils

### requires improvement

- Students' achievement requires improvement. In particular, the proportion of students who make at least expected progress by the end of Key Stage 4 in mathematics requires further and accelerated improvement.
- Students' attainment at GCSE level has improved. In 2014 the proportion of students who attained five GCSE qualifications at grades A\* to C, including English and mathematics, was just above the national average. This represented a significant improvement from attainment in the previous year. School projections for the attainment of Year 11 who sat their examinations in 2015 indicate a slight decline in this figure.
- More students are making expected progress. In English, the proportion making expected progress is well above the national average. However in mathematics, it is below the national average with a projected slight decline in the current year. Senior leaders acknowledge that students' progress in mathematics at Key Stage 4 requires more rapid improvement.
- The proportion of students who make better than expected progress, both in English and mathematics, is below the national average.
- Over time, disadvantaged students have made less progress than their peers in the school. Current school data indicates that this gap is narrowing. At the end of Year 11 in 2014, disadvantaged students were half a GCSE grade behind their peers in school and nationally in GCSE English and a full grade behind their peers in school and nationally in GCSE mathematics.
- In 2014, disadvantaged students in GCSE English were 6% ahead of their peers in school in terms of the proportion making expected progress made and 11% ahead of their peers in terms of the proportions making more than expected progress. In GCSE mathematics, disadvantaged students were 19% behind their peers in terms of making expected progress although only 3% behind when considering the proportion who exceeded expected progress.
- The progress of disabled students or those with special educational needs in 2014 mirrored that made by their peers.
- The school has very few students categorised as being of high ability on the basis of their attainment at the end of Key Stage 2. However, those who are more able made better progress than their peers nationally in 2014.
- A small number of students are educated in off-site alternative provision for half-a-day per week. This provision is effectively monitored and current school data indicates that students are making expected progress.
- Attendance was above the national average in 2014. Current projections for this year show a slight fall but the school is aware of the reasons for this and has readjusted its attendance strategies in response.
- Year 7 students who join the 'catch-up' programme are making good progress in developing their literacy skills because of the additional support they receive.
- All students who left the school in 2014 progressed in education, employment or training. A significant majority of students successfully applied for courses at local colleges.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134995
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	462634

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>	321
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alex Bird
<b>Headteacher</b>	Gill Broom
<b>Date of previous school inspection</b>	22 October 2013
<b>Telephone number</b>	01282 683040
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