

Kirk Hallam Community Academy

Godfrey Drive, Kirk Hallam, Ilkeston, Derbyshire DE7 4HH

Inspection dates	27–28 April 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching is not consistently good across the school. In too many lessons, expectations of what pupils can achieve are not high enough to secure good progress. Activities often lack challenge, especially in mathematics and science.
- Pupils' achievement requires improvement. Pupils enter the school with broadly average standards, but by the end of Year 11, they do not make enough progress to achieve better than average standards.
- Leaders are not effective in their monitoring of teaching.
- Leaders have not ensured that teachers follow the school's policy on written feedback consistently. As a result, the impact of the feedback that teachers give is inconsistent.
- The attendance of disadvantaged pupils is below that of their peers in the school and nationally.
- Although reducing in number, there are too many incidents of bullying and use of prejudicial language by pupils.
- There are not enough extra-curricular activities for sixth formers to enhance their learning.

The school has the following strengths

- The headteacher understands the school's weaknesses well and has a clear strategy for improvement.
- Changes to the governing body mean that governors are now well placed to support the headteacher to bring about rapid change.
- Pupils are now making good progress in English and in the sixth form.
- The vast majority of pupils attend school regularly and they conduct themselves well around the school.

Full report

What does the school need to do to improve further?

- Improve pupils' achievement, particularly in mathematics and science, by ensuring that teachers:
 - use information about pupils' prior learning more effectively, so that activities are set at the right level
 - use questioning more effectively to extend pupils' knowledge and understanding.
- Improve attendance of disadvantaged pupils.
- Increase enrichment activities for sixth formers.
- Improve the effectiveness of leadership and management by ensuring that:
 - initiatives to improve pupils' learning are evaluated rigorously to identify how well they have worked and what else needs to be done to raise achievement
 - the good teaching practice that exists is shared more systematically
 - information gathered through regular monitoring is used effectively to plan for further improvements, particularly in reducing incidents of bullying and the use of prejudicial language
 - all teachers consistently follow the school's feedback policy.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders' and governors' view of the school's performance is, on occasions, overgenerous. Their evaluations of the impact of initiatives intended to improve outcomes for the pupils are not rigorous enough.
- Subject leaders have not shared the existing good practice well enough to bring about consistent improvements in teaching. Consequently, the quality of teaching is too variable.
- The curriculum has not led to pupils making consistently good progress. Currently there are no work-related courses for pupils to study outside of the sixth form. However, the school has plans to develop its on-site farm to support animal care courses in the next academic year.
- Pupils say that the range of extra-curricular activities is limited. Consequently, attendance at these extra-curricular activities is low.
- The headteacher has an accurate view of the key areas that need to improve, in order to establish a culture of high expectations and strong ambitions for the school.
- Subject leaders are keen to see the school develop and have begun to improve their effectiveness. For example, they now monitor pupils' work more extensively, within their faculties. A senior leader holds subject leaders to account to secure the quality of this monitoring. Subject leaders have also focused on improving the consistency of teaching.
- Outcomes for Year 11 disadvantaged pupils improved in 2015. The school's performance information suggests that these will be at a similar level in 2016. Senior leaders monitor how they use additional government funding to support disadvantaged pupils. However, their evaluation of the effectiveness with which they use this funding lacks the necessary rigour to explain the impact of many of the strategies they implement. For example, a small minority of this funding is spent on senior leader roles. However, the impact of this on outcomes for disadvantaged pupils is difficult to assess.
- The school's curriculum offers a wide range of courses that leads to higher-level qualifications.
- Since the last inspection, leaders and governors have demonstrated that they have the capacity to raise standards, particularly in the sixth form, where outcomes in almost all subjects are now good. Furthermore, the quality of teaching and pupils' achievement in English is consistently good across the school.
- The school now sets challenging and ambitious targets for all pupils, including disadvantaged pupils, those pupils with low levels of prior attainment, and those pupils who have special educational needs or disability. As a result, these pupils are making better progress in a number of subjects.
- Pupils receive effective opportunities to develop their spiritual, moral, social and cultural understanding. For example, assemblies cover themes such as equality and British values. While younger pupils learn about a range of faiths in religious education lessons, older pupils learn about medical ethics, radicalisation, human relationships and other faiths in their philosophy and ethics lessons and during 'immersion' days. However, other subject areas offer pupils limited opportunities to develop and deepen their understanding of other cultures and British values.
- The school's own surveys over the past year show that a large proportion of parents believe that the school is well led and managed. A recent alteration to the lunchtime arrangements has meant that some parents do not fully support those changes that leaders and managers are putting in place.
- Reporting to parents is frequent and accessible. Consequently, parents are well informed about the progress their child is making.
- Those staff who responded to the staff questionnaire were of a similar opinion to parents that the school is led and managed well.
- **The governance of the school**
 - Until recently, governors have been too quick to accept leaders' account of the quality of the school's provision. This information has occasionally been overgenerous. Consequently, governors have not always held leaders to account with sufficient rigour in relation to pupils' progress in some subjects.
 - Since the previous inspection, governors have commissioned a review of their effectiveness and have worked effectively to make changes to the way they operate. As a result, governors now have a better understanding than previously of their role in supporting and challenging the school in a strategic way.
 - Governors consider all aspects of the school's performance through their chosen 'one committee' structure. They now use external reviews of the school's provision to enable them to hold school

leaders fully to account. Because of this, governors now have a more secure knowledge of the quality of education that the school provides.

- The arrangements for safeguarding are effective. All staff have received child-protection training. The systems for recruiting and recording details of staff who work at the school are appropriate. All staff have participated in training related to radicalisation and extremism.
- School leaders have worked hard to create an environment in which pupils feel safe. This is shown by the fact that school surveys indicate that the overwhelming majority of parents feel that their children are safe and well cared for at the school. Almost all pupils interviewed by inspectors said that they feel safe in the school.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching, learning and assessment is too variable across a range of subjects. As a result, it is not yet leading to good progress for the majority of pupils.
- Teachers do not use consistently information about what pupils know and can achieve to plan learning that is set at the correct level and is appropriately challenging. As a consequence, the progress that pupils make is inconsistent.
- Leaders and managers have not yet ensured that all teachers apply the school's feedback policy consistently. Where feedback is most effective, pupils receive opportunities to respond to their teachers' feedback. This is particularly the case in English lessons.
- Teachers' expectations of the quality of pupils' presentation of their work are variable across and within subjects. As a result, pupils' work can lack detailed care and attention, especially in science.
- Where expectations are high, pupils show what they can achieve well, for example in English.
- Pupils in Years 7 and 8 have a lesson in the library on a regular basis, using 'reading passports' to promote wider reading. As a result, pupils are reading more effectively in different situations.
- Where learning is most effective, pupils are able to extend their thinking, due to the effective questions that teachers ask them. This is particularly the case in sixth-form lessons.
- Most teachers have secure subject knowledge and are able to use this to plan activities that engage pupils in their learning. On these occasions, pupils make better progress. For example, in a Year 11 music lesson where pupils were learning about the romantic orchestra, they focused on their learning and made strong progress.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupil's personal development and welfare requires improvement.
- Some parents are concerned about bullying. However, the inspectors found that it may not be as prevalent as those parents believe. Senior leaders closely record reported occurrences of bullying and have put strategies in place to support those pupils who may be the victims of bullying. This includes having pupils who act as anti-bullying ambassadors. Furthermore, leaders at all levels are diligent in promoting tolerance and acceptance among the pupils, particularly through the school's curriculum.
- A small minority of pupils do not always have positive attitudes and hold prejudiced views about other people. The school is working to reduce the incidents of derogatory language that some pupils use. All leaders act swiftly to resolve such incidents when they occur.
- Overwhelmingly, pupils say that they feel safe in the school and parents agree with them.
- Leaders monitor regularly the attendance, behaviour, welfare and progress of the very small number of pupils educated off site.
- The school encourages pupils to work with charities, and pupils have set up and run a charity called 'Every Last Drop'. It aims to support others less fortunate than themselves and currently pupils are supporting a school in Africa.
- Careers advice is taking place for all pupils from Year 7 upwards. The member of staff who oversees careers guidance utilises external providers to ensure impartiality. Leaders have clear plans for careers education, although some pupils were not aware of the opportunities that the school provides for them.

Behaviour

- The behaviour of pupils requires improvement.
- Disadvantaged pupils attend less regularly than their peers. Too many disadvantaged pupils and pupils who have special educational needs or disability are still regularly absent.
- Pupils' behaviour in lessons is variable. Where teaching is effective, pupils respond well and take responsibility for their learning. Inspectors observed some low-level off-task behaviour by a few pupils, who mostly re-engaged with their learning when the teacher challenged them. However, there was a very small minority of lessons where pupils' behaviour was poor.
- Around the school, between lessons and on entry to and exit from the buildings, the atmosphere is calm and controlled. A small handful of pupils do misbehave in parts of the school when unsupervised. However, they respond quickly and appropriately when adults challenge them.
- Attendance overall is in line with national averages.
- The attendance of those pupils who are regularly absent from school has shown some improvement. This is due to senior leaders' appointment of an external consultant.
- Leaders at all levels have been successful in reducing the proportions of pupils who receive fixed-term exclusions from school. While rates of permanent exclusions have increased this year, the number of individuals who have been permanently excluded is low.
- Senior leaders carefully check on the behaviour of individual pupils who attend off-site training. The school's information shows that these pupils attend regularly and have had no exclusions.

Outcomes for pupils

require improvement

- Outcomes for pupils require improvement. This is because too many pupils across a range of subjects are not making the progress they should. Both the quality of work in pupils' books and the progress they make over time are too variable. This is especially true in mathematics and science.
- In 2015, the proportion of pupils securing five or more GCSEs at grades A* to C, including English and mathematics, was just above the national average. This was a marked improvement upon the previous year.
- Overall, Year 11 pupils in 2015 made broadly average progress. The school's own performance information indicates that current Year 11 pupils are making similar progress. Levels of progress last year for Year 11 pupils were above average in English, but below in mathematics.
- The school's own performance information indicates that, currently, disadvantaged pupils are making the progress expected of them. This is similar to the progress disadvantaged pupils made last academic year. Gaps between their achievement and that of their peers nationally are closing.
- Pupils who have special educational needs or disability are making better progress than previously. This is due to leaders ensuring that teachers are aware of these pupils' specific needs and implementing strategies for improvement. The school's own performance information indicates that these pupils are making broadly average progress this academic year.
- Senior leaders carefully check the progress of those individual pupils who attend off-site training. The school's performance information shows that these pupils make similar levels of progress to their classmates.
- Almost all pupils move on to some form of education, training or employment when they leave the school.

16 to 19 study programmes

are good

- Leadership and management in the sixth form are good. Effective teaching enables learners to make good progress and achieve well.
- Leaders in the sixth form have high expectations for all learners. For example, by checking information on learners' performance carefully, they quickly identify those who are falling behind in their studies and intervene quickly to ensure that they get back on track.
- Teaching in the sixth form is good overall. Teachers' strong subject knowledge and enthusiasm for their subjects ensures that learners engage with the learning.
- Some teachers make effective use of questioning to help learners improve their work. For example, in a

Year 12 textiles lesson, the teacher's skilful questioning encouraged learners to think and to reflect carefully on their own work.

- A very high proportion of learners remain in the sixth form for the full two years. Because of this, they make good progress in their learning.
- The classroom curriculum is broad and balanced and enables learners to achieve well. However, enrichment activities are insufficient to develop the character, skills, attitudes and confidence that secure learners' academic progress and personal development. Learners say that there are activities taking place outside of their normal lessons such as work experience and charitable events, but they would like more of these.
- Only a very few learners enter the sixth form without an English or mathematics GCSE qualification at grade C or better. These learners are largely successful in gaining at least a grade C in these qualifications by the time they leave the school.
- Learners receive effective careers information, advice and guidance. This support provides them with the information they need about higher education study and apprenticeships. The school's plans for learners' careers information, advice and guidance demonstrate that this is a balanced programme overall. Learners also value the work experience opportunities that they receive through the school and Derbyshire Careers Service. In 2015, all learners progressed into further study or employment.
- Learners' personal development, behaviour and welfare are good. Learners with whom inspectors spoke said they were happy at the school. They feel safe and are positive about the support they receive from teachers.
- Outcomes for learners have improved since the last inspection and were good for academic courses last year. Although numbers were small, those completing work-related courses also achieved well last academic year. There was little variation in outcomes between different subjects. Projections for this year are at a similar level.

School details

Unique reference number	136485
Local authority	Derbyshire
Inspection number	10011723

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1285
Of which, number on roll in 16 to 19 study programmes	159
Appropriate authority	The governing body
Chair	Melanie Lawson
Headteacher	Martin Ebbage
Telephone number	01159301522
Website	www.kirkhallam.derbyshire.sch.uk
Email address	admin@kirkhallam.derbyshire.sch.uk
Date of previous inspection	4–5 March 2014

Information about this school

- Kirk Hallam Community Academy is larger than the average-sized secondary school. The number of pupils on roll has increased slightly since the previous inspection.
- The vast majority of pupils are White British.
- The proportion of pupils who have special education needs or disability is close to the national average.
- The proportion of pupils known to be eligible for free school meals is similar to the national average.
- Pupils enter the school in Year 7 with attainment that is broadly in line with the national average.
- The school uses hospital and outreach education off-site training for a very small number of pupils.
- Since the last inspection, a new chair and vice-chair of governors have been appointed. There have been a number of changes at senior leadership level, including the appointment of a new headteacher in April 2014.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' performance at the end of key stage 4.

Information about this inspection

- Inspectors observed teaching and learning across the school. A number of visits to classrooms took place jointly with senior leaders. Inspectors looked closely at the work of pupils in lessons. They also visited morning tutor time.
- Inspectors held meetings with senior and middle leaders, five groups of pupils, the chair of the governing body and five other governors.
- Inspectors scrutinised a wide range of documentation, including: the school's development plan; senior leaders' self-evaluation of the school's performance; information relating to pupils' achievement and behaviour; documents relating to safeguarding, including the school's single central record; and the minutes of governing body meetings.
- Inspectors analysed 256 responses and 167 free-text comments from parents who responded to the online questionnaire, Parent View.
- Inspectors took account of the 75 responses to the pupil questionnaire and the 60 responses to the staff questionnaire.

Inspection team

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