

John Hanson Community School

Floral Way, Andover, Hampshire SP10 3PB

Inspection dates

15–16 June 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
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, learning and assessment is not consistently good across different subjects.
- Pupils make less progress in humanities and modern foreign languages, and in subjects where there have been many changes of teacher.
- Teachers' expectations, particularly of least-able pupils and those who have special educational needs or disability, are not always high enough. These pupils are not challenged to make good progress.
- Teachers' planning is not matched closely to what pupils already know and understand, so their progress is impeded.
- While GCSE results are above national figures at the end of key stage 4 in most subjects, the progress that pupils make from their different starting points is not good enough across different year groups and subjects.
- Pupils, especially in key stage 3, do not have a clear idea about how well they are doing and what they need to do to improve their work.
- Pupils who have special educational needs or disability are nurtured and supported, but teachers do not focus enough on their academic progress.

The school has the following strengths

- Strong leadership from the headteacher and his senior team has resulted in improvements in pupils' behaviour and attendance.
- Teaching and assessment are effective in English and improving in science because leaders make sure that pupils of all abilities learn well.
- Governors challenge school leaders effectively to raise standards.
- Pupils' personal development, behaviour and welfare are good. Pupils are respectful of each other and the adults who support them. They are well prepared for life beyond school.
- Pupils feel safe in school. They are confident that teachers will help them with any problems that they have.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that:
 - teaching across modern foreign languages and humanities matches existing strengths in other subject areas
 - the progress pupils make across subjects and year groups improves.
- Increase the effectiveness of assessment so that:
 - pupils understand how well they are doing and what they need to do to improve
 - teachers use assessment information to build on what pupils, especially those who are least able or have special educational needs or disability, already know and can do.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher exudes a quiet determination to improve the learning for pupils in the school. He and his senior team are focused on keeping children safe and raising their achievement.
- Staff have confidence in the leadership of the school and recognise the improvements that leaders have achieved since the previous inspection. Leaders have brought about improvements to the quality of teaching and learning in science and are focused rightly on subject areas which stubbornly remain weak.
- Subject leaders are increasingly effective in their role, particularly in English, mathematics and science. They work closely with senior leaders to evaluate the quality of teaching and learning in their faculty areas and the impact of actions that have been taken. Senior leaders and local authority advisers support and challenge faculty leaders to improve their effectiveness.
- The curriculum meets the needs of pupils and is becoming broader as staffing begins to stabilise. Pupils experience a range of subjects within the arts and technology faculties at key stage 3, which helps them to make appropriate choices for key stage 4. The opportunity to trial modern foreign languages in Year 7 is increasing the proportion opting to study a language at GCSE.
- A wide range of opportunities to participate in performing arts, sports and science clubs help to build up pupils' confidence and sense of pride in their school. The personal, social, health and economic (PSHE) education programme covers topics which are appropriate to their age and needs, such as healthy relationships (Year 7) and the dangers of legal highs (Year 10). Visiting speakers work alongside teachers to make learning real and relevant.
- Pupils are prepared well for life in modern Britain. Teachers use assemblies and tutor activities to help pupils learn about diversity, tolerance and democracy. Pupils understand what radicalisation means and why it is important to be vigilant about it.
- School leaders make effective use of alternative providers to support pupils whose needs are not able to be met by the school on its own, such as those with behavioural difficulties. These pupils now attend well and make better progress as a result.
- Senior leaders manage the performance of staff effectively. There are clear expectations for all teachers which are appropriate to their experience and responsibilities, and closely linked to improving pupils' outcomes. Governors support the process well by reviewing anonymous performance management information to ensure rigour and integrity in relation to pay progression.
- Teachers make good use of the help they get to develop their teaching. A comprehensive training programme based on school priorities is linked to what the individual teachers need to do to improve. Senior leaders supplement work in school with expertise from two local teaching schools and the local authority. Trainee teachers and those in the early stages of their careers are supported well, enabling them to develop their skills and expertise.
- School leaders use additional funding appropriately to support the progress of disadvantaged pupils and those who arrive at the school needing to catch up in English and mathematics. This is leading to improvements for some pupils, but not yet consistently across different subjects and year groups. Leaders do not evaluate the effectiveness of extra help for key groups of pupils sharply enough. Consequently, it does not always make as much of a difference as it could for those who need it most.
- The leadership of provision for pupils who have special educational needs or disability is effective in nurturing pupils, and ensuring that they attend regularly and feel safe. There is less of a focus on expectations for their academic achievements, and this prevents pupils from being challenged and supported to make strong progress.
- **The governance of the school**
 - Governance has strengthened since the previous inspection. Governors' skills and experience are used well. Governors challenge school leaders about the work they do and the difference it makes.
 - Governors take part in a range of individual and collective training which is appropriate to their roles and helps them to carry out their duties effectively. New governors understand the expectations of their role and are supported well in their induction by more experienced governors.
 - Governors understand the school's priorities. They monitor pupils' achievement carefully, checking the information they receive and using it to challenge leaders about the impact of their actions on pupils' progress.

- The arrangements for safeguarding are effective. School leaders have established a culture where pupils feel safe and know who to speak to if they have concerns. Where poor behaviour or bullying is reported, teachers act swiftly to resolve it. Staff understand their responsibilities as a result of clear information and regular training about child protection and the 'Prevent' duty.

Quality of teaching, learning and assessment requires improvement

- Teaching is not yet good across the school. As a result, pupils do not make strong progress in different subjects throughout their time at the school, particularly in key stage 3 and in modern foreign languages and humanities.
- In subjects where teaching is uninspiring or where there have been lots of changes in teachers over a short period of time, pupils are less settled and their progress has slowed. In these subjects, pupils have gaps in their learning and do not always complete their work to a high standard.
- Although teachers have useful information about the pupils in their classes, they do not use it well enough to plan how learning will build on what pupils already know and can do. As a result, pupils are not challenged and so make slower progress from their starting points. This is particularly the case for least-able pupils and those who have special educational needs or disability.
- Assessment shows what individual pupils know and understand, but pupils do not recognise clearly how this helps them to improve their work, particularly at key stage 3.
- For pupils who arrive at the school needing to catch up in English or mathematics, the extra support they receive is not carefully targeted. Leaders do not monitor the impact of this extra help sharply enough, so are not clear about the difference it is making or which pupils need further support. Consequently, some pupils do not catch up with their peers as quickly as they could.
- Teaching is strong in English, physical education, and design and technology because teachers check carefully what pupils know and understand, and match lesson activities closely to the needs of the pupils. In these subjects, pupils make good progress over time because they build on their knowledge and learn to apply their skills in different ways. The most able pupils are challenged to extend their thinking and those who need extra help are supported with more structured tasks and resources. Improved teaching in science is helping pupils to build on, and apply, their learning.
- Pupils appreciate their vibrant and well cared for learning environment, and are respectful of it and each other. Pupils look after the good range of resources that help them to learn. Many pupils make the most of the well-equipped library, both for reading for pleasure and for study outside lesson time.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders encourage a culture of positivity and inclusion for all members of the school community. Pupils accept readily each other's differences, and are respectful and courteous to those around them.
- Pupils feel safe and are looked after well. They understand who are the key people in school who are there to support them with any difficulties which may arise. Leaders make sure that pupils whose circumstances make them vulnerable are closely monitored and supported, working with experts from outside the school when needed. The school counsellor and pastoral support officers provide extra help for those who may need it.
- Pupils learn how to keep safe and healthy, and about a range of issues which are relevant to their age and stage of development and to the world around them. Learning in PSHE is complemented with themes in assemblies and work in tutor groups. For example, a tutor group had a sensitive discussion about the forthcoming European referendum which developed pupils' understanding about the purpose of the referendum within the context of a democracy.
- Pupils understand what bullying is. They say that when it happens and they tell a teacher about it, they are listened to and the situation is sorted out. Homophobic and racist incidents are rare, but when they do happen, leaders act quickly to re-educate as well as sanction those who are responsible.

- Pupils benefit from opportunities to support each other and practise their leadership skills. Year 10 pupils act as 'peer listeners' for year 7 pupils, visiting their tutor groups regularly to help with learning but also being a visible presence around the school for pupils who need assistance. This helps the younger pupils to feel safe and to make progress with their learning. Older pupils take on wider roles such as head boy and head girl, volunteering as library monitors and running a popular book swap event.
- Staff from the alternative provision work closely with staff from the school to monitor pupils' attendance and progress, and to help pupils to be ready to return to school when appropriate. As a result, pupils who attend an alternative provision are well supported to ensure that they make the best of the opportunity and prepare themselves well for life back in school and beyond.
- Pupils receive relevant advice and guidance to help them prepare for their next stages in education. Staff mentors use current performance information to guide each pupil towards the most appropriate range of key stage 4 courses. During key stage 4, presentations from post-16 providers and visits to Oxford and Cambridge universities raise pupils' aspirations and inform them well about the options available to them when they leave school, including apprenticeships. Pupils find this information helpful in deciding what to do after Year 11, but some said they would be better informed if they knew more at an earlier point in their school life.

Behaviour

- The behaviour of pupils is typically good. Pupils are calm and polite as they move around the site. They are courteous and respectful, holding doors open for each other and for adults. The school site is well supervised by staff, ensuring that breaktime and lunchtime are calm and safe.
- Attendance, including that of pupils who are disadvantaged, has improved since the last inspection and is now above the national average. An attendance officer works effectively with parents and the school to improve the attendance of pupils who do not come to school regularly. The proportion of pupils who are persistently absent from school has halved since this time last year and is below the national average.
- School leaders have taken effective action to improve behaviour across the school, and the percentage of pupils being excluded from school has more than halved in the past year. Pupils value the consistent approach for dealing with instances of low-level disruptive behaviour, but recognise that temporary staff do not always know about this approach or use it in their lessons.
- Pupils who attend an alternative provision are monitored closely to ensure that they are safe. The attendance of pupils currently at this provision is much improved.

Outcomes for pupils

require improvement

- Outcomes for pupils require improvement because, although attainment at the end of key stage 4 is above average in English and mathematics and pupils' progress is improving, pupils do not achieve as well in different subjects and year groups across the school.
- At the end of Year 11 in 2015, pupils' GCSE results were above the national average but progress from their relatively high starting points across their best eight subjects was broadly average. This is because, while progress was strong in English and mathematics and was much improved in science, it remained below the national average for modern foreign languages and humanities.
- Disadvantaged pupils did not perform as well as their peers in 2015. The proportion who achieved five or more A* to C grades, including English and mathematics, at GCSE was below that of other pupils in the school. None of this group of pupils achieved qualifications across the core set of academic subjects which are shown to enhance the chance of moving on to further study. School leaders' aspirations are not high enough for this group of pupils.
- Pupils who have special educational needs or disability made better progress in 2015 than previous year groups, with almost half of them achieving five or more A* to C GCSE grades including English and mathematics.
- Pupils in the current Year 11 cohort are making better progress than their predecessors, except in mathematics. Disadvantaged pupils are also making better progress, but are not catching up with their peers. Recent additional support has increased the rate of progress for disadvantaged pupils in mathematics.
- Pupils' progress is inconsistent across and within other year groups. In Year 10, pupils' rate of progress is slowing down over the course of the year, with the gap widening for disadvantaged pupils compared with their peers. However, the most able pupils' work challenges them and they are making better progress than they have in the past. Least-able pupils do not make good progress from their starting points.

- At key stage 3, pupils make good progress in English and mathematics in Year 7, but less progress in Year 8. Across the wider range of subjects, pupils' progress has improved compared with previous years. Disadvantaged pupils do not consistently catch up with their peers, and in some instances they fall further behind. In Year 9, the gap between disadvantaged pupils and their peers is narrowing, but overall progress is weaker, showing that learning over time is not consistently good. Progress across key stage 3 is not good enough to enable pupils to achieve as well as they could by the end of Year 11.

School details

Unique reference number	116405
Local authority	Hampshire
Inspection number	10012219

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	832
Appropriate authority	The governing body
Chair	Sara Falk
Headteacher	Ian Coombs
Telephone number	01264 352546
Website	www.jhanson.hants.sch.uk
Email address	adminoffice@jhanson.hants.sch.uk
Date of previous inspection	12–13 February 2014

Information about this school

- John Hanson is an average-sized secondary school, with a girl to boy ratio which is typical of that nationally.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils who are eligible for free school meals and children looked after) is approximately half the national average.
- The percentage of pupils from minority ethnic backgrounds or who speak English as an additional language is very low.
- The school has an average percentage of pupils who have special educational needs or disability, but the proportion of pupils who have a statement of special educational needs or an education, health and care plan is half the national average.
- The school meets the government's floor standards, which set out the minimum expectations for pupils' attainment and progress. It also meets the requirements on the publication of specified information on its website.
- A small number of pupils attend alternative provision at the Andover Education Centre or The Bridge Education Centre.

Information about this inspection

- Inspectors visited 36 lessons across a range of subjects. Some of these visits were carried out jointly with school leaders.
- Meetings were held with a range of senior leaders, middle leaders, subject teachers and support staff. Discussions took place with governors, and with a representative from the local authority. An inspector also spoke to a representative from the main alternative provider. Inspectors also met with groups of pupils, and spoke to pupils informally during break and lunchtimes.
- Inspectors worked alongside school leaders to scrutinise a range of work from pupils in Year 8 and Year 10. Work in books was also looked at when inspectors visited lessons.
- A wide range of documentary evidence was reviewed, which included the school's self-evaluation and attainment and improvement plan, a range of policies, safeguarding records, teaching and learning monitoring information and pupils' performance information. The school's single central record was also checked.
- Inspectors took into account 146 responses to Ofsted's online questionnaire, Parent View, including 125 free-text comments. They also considered 41 pupil questionnaire responses and 60 staff survey responses.

Inspection team

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Tajinder Bhambra	Ofsted Inspector
Caroline Walshe	Ofsted Inspector

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