

Heworth Grange Comprehensive School

High Lanes, Felling, Gateshead, Tyne and Wear NE10 0PT

Inspection dates

11–12 January 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Since the previous inspection, leaders have failed to make rapid enough improvements to pupils' rates of attendance. Consequently, absence remains above the national average. Persistent absence for some groups, including disadvantaged pupils and those who have special educational needs and/or disabilities, is well above the national average.
- Leaders have not ensured that teachers use information about pupils' prior attainment well enough to plan for their learning. Consequently, teaching does not meet the needs of a significant number of pupils, especially those who are of middle ability, resulting in weak progress over time.
- Leaders have not evaluated the spending of additional funding. They are unable to identify the difference made to the outcomes for disadvantaged pupils and those who have special educational needs and/or disabilities.
- Governors do not have the skills to challenge the headteacher and senior leaders about pupils' outcomes. Governors do not hold leaders to account for weak performance.
- Leaders have not implemented a robust system for managing the performance of teachers. Targets set for teachers do not focus sufficiently on improving pupils' outcomes. Accountability for the progress pupils make is lacking for staff at all levels.
- Systems for checking the quality of teaching, learning and assessment in the main school and in the post-16 provision are not rigorous and robust. They do not lead to actions that bring about improvement.
- Leaders have an inaccurate and overly ambitious view of the quality of education in the school.

The school has the following strengths

- Pupils are polite and courteous. They are developing strong interpersonal skills through a very comprehensive programme of personal, social, health and emotional education.
- Pupils are safe and they say that they feel safe in school.
- Staff are committed to helping their pupils and have excellent relationships with them. Pupils are confident to seek help if needed.
- Sixth form leaders ensure that they are aware of each student's progress. This means students who fall behind are swiftly supported.

Full report

In accordance with section 44(1) of the Education Act 2005, 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.

What does the school need to do to improve further?

- Improve the quality of leadership and management at all levels, including governance, so that leaders can drive significant and sustained improvement, by:
 - developing secure and robust systems for monitoring and evaluating the impact of the school's work, particularly in relation to the spending of the pupil premium and additional funding for pupils who have special educational needs and/or disabilities
 - ensuring that staff at all levels are held to account for improving the progress that pupils make
 - implementing a more rigorous and robust system to check on the quality of teaching, learning and assessment, to ensure all staff follow the school's policies and procedures and that teaching enables pupils to make good progress
 - developing a performance management system that is robust, rigorous and linked to school improvement priorities to drive up standards and rapidly improve pupils' progress
 - improving the skills of governors so that they are able to provide high levels of challenge to the school's leaders to improve pupils' outcomes.
- Improve the attendance of pupils and, in particular, decrease rates of persistent absence for disadvantaged pupils and pupils who have special educational needs and/or disabilities, by:
 - reviewing and evaluating the impact of strategies already tried, and developing new, more effective, approaches where necessary.
- Improve the quality of teaching, learning and assessment and its impact on all groups of pupils' outcomes, by:
 - ensuring that information about pupils' prior learning is used to plan lessons which meet the needs of pupils well, especially the middle ability pupils, so that they are challenged to make good progress
 - ensuring that teachers have the highest expectations of what pupils can achieve
 - developing the quality of teachers' questioning, so that pupils are challenged to think hard and develop a deeper understanding of the topics they study.
- Improve students' progress in 16 to 19 study programmes, by:
 - ensuring that leaders check the quality of teaching and learning in sixth form lessons more rigorously to ensure that it is challenging and leads to students making strong progress

- giving all students access to work experience that develops their skills for the world of work and supports their aspirations.

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 pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

The school should not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The school's leaders have an inaccurate view of its strengths and weaknesses. Prior to the recent external review carried out by the local authority in November 2016, school leaders did not have a robust improvement plan in place or an accurate self-evaluation of the school's effectiveness. Consequently, leaders continued with previous strategies that do not improve pupils' progress.
- The system for monitoring, evaluating and improving the quality of teaching is not effective. As a result, leaders have not tackled weaknesses in teaching successfully and, overall, pupils' progress is too slow.
- Leaders have not ensured that the spending of additional funding such as pupil premium, funding for pupils who have special educational needs and/or disabilities and Year 7 catch-up funding is improving the progress of these groups of pupils.
- Leaders' monitoring of the progress of pupils who have special educational needs and/or disabilities is not leading to actions to improve outcomes for this group. Therefore, pupils in this group who are making slower progress do not receive the additional support and guidance they need. The recently appointed special educational needs coordinator is taking robust action to rectify this.
- An external review, conducted by the local authority in November 2016, identified many of the correct priorities relating to the weak progress made by pupils. However, the local authority has not been sufficiently challenging or supportive in overcoming persistently low rates of pupil attendance. Despite the local authority's support for mathematics over the last academic year, pupils, especially those who are disadvantaged, continue to make poor progress in this subject.
- The headteacher does not make effective use of performance management to drive up standards and improve outcomes for pupils. Targets set for teachers are not challenging enough or linked well enough to whole-school improvement priorities to improve pupils' progress. This means that staff are not working together to bring about whole-school change and there is too little accountability for the progress pupils make.
- Since the previous inspection, leaders have improved the opportunities for staff to work together to improve their skills through 'joint practice development groups'. While staff are positive about the difference this is making, leaders are unable to fully demonstrate how this is improving the quality of teaching.
- The curriculum is flexible and contains different pathways in order to meet the needs of pupils with differing abilities. Following a recent evaluation, pupils now choose their options in Year 8, which gives more teaching time to GCSE subjects. However, it is too soon to see any impact from this.
- Leaders have ensured that there is a strong programme of development for pupils in personal, social, health and emotional education. Pupils are able to talk about how they would avoid risks, such as those associated with child sexual exploitation. Pupils value the time they spend in these lessons.
- Leaders ensure that pupils have access to appropriate careers advice and guidance

from their first year in school. This allows them to consider their GCSE options and prepares them for future choices.

Governance of the school

- Governors have not received the most up to date training about key stage 4 accountability measures and are unaware of the range of information available for them to use. Consequently, they do not provide sufficient challenge to school leaders to drive school improvement.
- Governors do not ensure that leaders precisely target additional funding to the most significant priorities or that it results in sustainable improvements. For example, additional pupil premium funding used on strategies to improve attendance has had little or no impact.
- Governors want the best for all pupils at the school. They recognise that the school needs to improve and they are committed to ensuring that it does.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that the arrangements for safeguarding are robust. There are clear guidelines, which all staff are aware of and follow to identify early concerns.
- There is a strong culture of safeguarding in the school. Pupils know who to turn to when they need advice and support. Staff are knowledgeable about safeguarding. They receive regular training, keeping up to date with the latest government advice and guidance.
- Leaders work with a variety of external agencies to ensure that intervention, when needed to support young people, is timely and effective.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not use information about pupils' prior learning well enough to plan effectively for their needs. In some lessons, the work is too easy for some and too difficult for others. Consequently, the progress of some groups of pupils, particularly those who are of middle ability, the disadvantaged and those who have special educational needs and/or disabilities, is weak.
- Too often, teachers do not have high enough expectations of what pupils can achieve. This limits pupils' progress over time.
- Teachers do not check carefully enough that pupils understand what they are learning. In some subjects, the quality of teachers' questioning is weak, with teachers accepting superficial answers and missing opportunities to develop pupils' understanding at a deeper level.
- Teachers do not identify basic literacy errors in pupils' books frequently enough. This means that some pupils continue to misspell words over a prolonged period.
- Over time, teaching has not been challenging enough. Teachers do not stretch and

challenge the most able pupils to reach high standards in their work. In some subjects, such as English and science, the most able pupils make much less progress compared to pupils with the same starting points nationally.

- Some more recent, focused, interventions in science have led to much-needed improvements in pupils' controlled assessment work.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders ensure that a comprehensive programme of personal, social, cultural and emotional education is in place. Through this, pupils learn about keeping themselves safe and avoiding risks. Pupils have a good knowledge of how they can contribute to life in modern Britain and they demonstrate good moral values. For example, during a session of form time observed by inspectors, pupils were empathetic about the life of a young carer.
- Pupils are safe in school and they say that they feel safe. There is a culture and ethos of reporting any issues, such as bullying, and staff deal with them well. When pupils are absent staff make appropriate checks to ensure they are safe.
- Pastoral staff look after the emotional needs of vulnerable pupils well. They are quick to act when things are not right and involve external agencies when additional support is required.
- Pupils who attend alternative provision are out of school for two days per week. They take part in the personal, social, health and emotional education programme when back in school and have the same opportunities as other pupils.

Behaviour

- The behaviour of pupils is inadequate.
- Over time, the attendance of some groups of pupils, particularly those who are disadvantaged and those who have special educational needs and/or disabilities, is much lower than the national average. For all groups of pupils, rates of persistent absence are much higher than the national average. Persistent absence is not being tackled rapidly enough.
- Pupils do not take enough pride in their work. Too often, presentation in workbooks is poor and work is incomplete. Where work is unfinished, pupils do not have all of the information that they need and this impacts on their progress.
- Teachers regularly set homework for pupils. Not all pupils, however, see the benefit of completing homework and when they complete it, do so with the minimum of effort. Some pupils say they do not learn much from doing homework.
- Pupils' behaviour around school is compliant. They follow instructions from staff and move around the building calmly. There is a high staff presence, which means that teachers deal with any issues swiftly. Pupils socialise well at break and lunchtimes. In

lessons, the majority of pupils behave well and respond to teachers' instructions quickly.

- Pupils behave well when attending alternative provision and they have improved their behaviour when they are in school. This means that they focus more, improve their attendance and make better progress.

Outcomes for pupils

Inadequate

- Current information about pupils' progress does not indicate that pupils are making good progress over time. School leaders agree that pupils' progress, particularly in mathematics, is weak.
- The most able pupils, including those who are disadvantaged, like their peers, underachieve over time. This is because teachers do not plan appropriately to meet their needs. The most able do not achieve the highest grades of which they are capable.
- Progress information provided by leaders for key stage 3 pupils indicates that pupils' progress is too variable in mathematics, English and science. This correlates with work seen in pupils' workbooks and in lessons by inspectors.
- Pupils who are disadvantaged and those who have special educational needs and/or disabilities do not achieve as well as others nationally in subjects including mathematics, science, humanities and languages. Overall, these pupils make too little progress.
- Leaders' effective use of alternative provision has enabled some pupils at risk of exclusion to stay in school and achieve. Through attending two days of work experience and three days in school per week, pupils are able to continue with a core curriculum that could enable them to achieve at least five GCSE qualifications.
- Pupils do not read widely or often. Teachers do not support pupils well in the selection of reading materials and pupils often pick books that do not challenge them, which limits the progress they make in developing their reading skills.

16 to 19 study programmes

Require improvement

- Leaders do not monitor the quality of teaching and learning in the sixth form rigorously or effectively enough to ensure that students make consistently strong progress. The quality of teaching and the quality of students' work across different subject areas is too inconsistent.
- Sixth form leaders set targets for all students to experience the world of work, to develop their skills and prepare them for future employment. A high proportion of students do take part in work experience, but not all of their placements link to their career aspirations. A small number of students do not complete any sort of work experience.
- Attendance in the sixth form is improving but some students are frequently absent, which hinders the progress they make.
- Very few pupils who enter the sixth form do not have a good pass grade in English and

mathematics. Those who need help have timetabled sessions to improve their understanding. As a result, the pass rate for students resitting the examination in these subjects is above that seen nationally.

- The proportion of students joining and remaining on their course in the sixth form is in line with national averages. Students receive appropriate advice and guidance prior to entering the sixth form, which helps them to choose the right courses for their career aspirations. Where some pupils leave the sixth form before completing their courses, they have secured high-quality apprenticeships. Those who complete their studies receive strong careers advice and guidance and progress to university, employment or further training.
- Students make broadly average progress in both academic and vocational studies.
- Leaders ensure that there is individualised support for each learner. This means that if they fall behind, leaders identify this and support students to catch up.
- Students in the sixth form are well behaved and are role models for younger pupils. Students are aware of risks through a well-taught personal, social, health and emotional education programme.

School details

Unique reference number	108407
Local authority	Gateshead
Inspection number	10024028

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,091
Of which, number on roll in 16 to 19 study programmes	96
Appropriate authority	The governing body
Chair	Mr David Napier
Headteacher	Mr Chris Richardson
Telephone number	0191 4212244
Website	www.heworthgrange.org
Email address	enquiries@heworthgrange.org.uk
Date of previous inspection	3–4 October 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Heworth Grange Comprehensive School is a larger than average sized secondary school.
- The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is well below the national average.
- The proportion of pupils known to be eligible for free school meals is well above the

national average.

- The proportion of pupils eligible for special educational needs support is slightly below the national average.
- The proportion of pupils who are supported with an education, health and care plan is just above the national average.
- The school has six pupils who are currently accessing alternative provision on a part-time basis. The school uses 'Own it to Own it'.
- In 2015, the school met the government's floor standard, which is the minimum expectation for pupils' attainment and progress.
- The school has struggled to recruit mathematics teachers over the last three academic years but now has a full mathematics department.
- The headteacher took up post in 2009.

Information about this inspection

- Inspectors observed 20 part-lessons across a range of subjects, in all year groups. Five short visits to different lessons were conducted, two jointly with senior leaders. Inspectors scrutinised pupils' work in detail, alongside school leaders. Inspectors listened to a sample of pupils read, including some of the most able pupils.
- Meetings and discussions were held with pupils, middle leaders, senior leaders, teaching staff, representatives from the local authority, the headteacher and governors, including the chair of the governing body.
- Inspectors took account of 28 responses to the Ofsted online parent questionnaire, Parent View. There were no responses to the staff questionnaire or to the pupil questionnaire to consider, as the school did not send out the questionnaire.
- The inspection team scrutinised a range of documentation including: the school's website; the school's self-evaluation and development plans; records from external reviews; records relating to pupils' behaviour and attendance; the school's own information and data relating to pupils' achievement and the quality of teaching and minutes from governors' meetings.
- Inspectors reviewed the single central record, safeguarding records and associated policies and procedures including checks on the suitability of staff.

Inspection team

Debbie Redshaw, lead inspector	Her Majesty's Inspector
Claire Brown	Her Majesty's Inspector
Nick Horn	Ofsted Inspector
Geoffrey Lumsdon	Ofsted Inspector
Christine Durand	Ofsted Inspector
John Downs	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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