

# Horndean Technology College

## Inspection report

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<b>Unique Reference Number</b>	116437
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338818
<b>Inspection dates</b>	5–6 July 2011
<b>Reporting inspector</b>	Peter Gale HMI

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Comprehensive
<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>	1138
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Lotinga
<b>Headteacher</b>	Julie Summerfield
<b>Date of previous school inspection</b>	9 January 2008
<b>School address</b>	Barton Cross Horndean Waterlooville PO8 9PQ
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<b>Age group</b>	11–16
<b>Inspection dates</b>	5–6 July 2011
<b>Inspection number</b>	338818

**Number of children on roll in the registered  
childcare provision**

**Date of last inspection of registered  
childcare provision**

Not previously inspected

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<b>Age group</b>	11-16
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors visited 36 lessons and observed 36 teachers. Meetings were held with groups of students, governors and staff. Telephone interviews were held with the acting chair of the Parent Forum, local authority advisers and infant and junior school headteachers. The inspectors observed the college's work, and looked at the college development plan, curriculum plans, the college's tracking data showing students' progress, teachers' lesson plans, students' work and the displays around the college. Inspectors scrutinised policies, minutes of governing body meetings, and 305 questionnaires completed by parents and carers. They also looked at questionnaires completed by staff and students.

The inspection team reviewed many aspects of the college's work. It looked in detail at a number of key areas.

- Whether the level of attainment achieved in 2010 examination results is being sustained and improved for current cohorts.
- Whether teaching and other provision secure good progress for all groups of learners.
- The quality of personal development outcomes for students.
- The extent of remaining variability in the quality of learning across the curriculum and how effectively the leadership of the college is working to reduce it.

## Information about the school

Horndean Technology College, a specialist technology college, is a larger than average community secondary college. The majority of students are White British. The proportions of minority ethnic students and of students who do not have English as their first language are well below average. The proportion of students eligible for free college meals is lower than that usually found. Approximately one seventh of students have special educational needs and/or disabilities. The college has been awarded Investor in People and the International School Awards. The college plans to host an autistic spectrum disorder unit to provide specialist education to students in the East Hampshire area. The intention is to admit the first students in 2012. The current headteacher took up her post in April 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

- Horndean Technology College (HTC) provides its students with a good, and improving, standard of education.
- Several aspects of the college's work are outstanding including the care, guidance and support for students and the extensive curricular and extra-curricular opportunities available.
- The new headteacher has worked outstandingly well in the last year, together with her leadership team, to sharpen college systems and processes for self-evaluation. Building very effectively on thorough analysis of strengths and areas for development, leaders and managers are driving improvement exceptionally well.
- One parent, reflecting the views of several others, summed up the college's inclusive approach, 'The college and headteacher believe firmly in inclusion and that every child should fulfil their potential.'
- Students' achievement is good and the college achieved its best ever GCSE examination results in 2010.
- The college works exceptionally well in partnership to support its students whose circumstances make them more vulnerable. Partnerships with, for example, local junior and infant schools provide all groups of students with excellent opportunities to contribute to the college and wider community which are enthusiastically accepted.
- Safeguarding procedures are very robust and students, including those in circumstances that make them more vulnerable, feel very safe.
- The college has worked very hard to promote attendance and reduce persistent absence. This has been very successful and attendance is now high. This, coupled with rising standards of attainment and excellent opportunities to develop work related and other skills, means that students are very well prepared for their next steps in education or employment.
- Overall, teaching is good. Where it is less successful this is usually due to the extensive assessment information teachers hold not being used well enough to plan challenging activities for the full range of learners. This leads to the pace of learning slowing and, occasionally, off task behaviour.
- Most students know their challenging targets. However, fewer have a strong understanding of how best to achieve them. Students are not given consistently good opportunities to peer and self-assess their work against clear criteria to develop their understanding of the difference between grades.

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- Leadership initiatives to improve the quality of teaching and learning have been highly effective. These systems, including thorough departmental review, are bringing about significant improvement in the quality of teaching in the college. However, departmental review has only been in place in its current form since September and has yet to be applied to all departments.
- The college has suffered from staffing difficulties in mathematics this year which, although now resolved, have necessitated day-to-day alterations to teaching groups to maintain learning and progress.
- Written feedback to students is inconsistent. Examples of excellent marking that facilitate faster student progress exist in the college but this is yet to be a fully embedded feature of all teachers' practice.
- The significant improvement in outcomes over time, the excellent systems for improving teaching and learning, the fact that the college is fully staffed for September and the continuing excellence in care, guidance and support and the curriculum all demonstrate the college's good capacity to improve further.

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

- Continue to accelerate progress and raise attainment across the curriculum and secure good and better learning in all lessons by:
  - ensuring teachers consistently use assessment information to plan challenging learning activities for the full range of student abilities
  - extending opportunities to develop students' skills in peer and self-assessment to gain a sharper understanding of how to achieve their challenging targets
  - ensuring that all teachers' marking matches the best in the college and consistently facilitates faster students' progress.

**Outcomes for individuals and groups of pupils****2**

Students' achievement is good overall. Students make good progress from broadly average starting points to achieve standards that are above average by the time they leave. Any potential underachievement is identified quickly and effectively tackled by careful tracking and intervention. Students' relationships with teaching staff are mostly excellent and an atmosphere of trust allows them to respond positively to challenges set.

Effective specialist support ensures that students with identified special educational needs and/or disabilities make good progress. Several parents commented positively on this aspect of the college's work. Statements like, 'My child struggled in junior school due to having special needs, since joining HTC his grades have improved,' typify parental comments.

In a large majority of lessons observed by inspectors, students' respectful behaviour enhanced their enjoyment of, and engagement with, learning. Students particularly enjoy lessons where they are actively involved in high-paced lessons involving paired or group work that extends their thinking. For example, Year 9 students responded very purposefully to a lesson on care needs of the elderly. Working in pairs they developed empathy for others by experiencing and discussing visual and hearing impairment.

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However, when teachers over direct their lessons or when tasks are less well targeted at the range of abilities in the class, the pace of learning drops; here students can become too passive and lose focus. Students enjoy practical work and take a mature approach in science and technology, adopting very safe ways of working.

Groups of students, including those in circumstances that make them more vulnerable, are clear that bullying happens 'only occasionally' and is not tolerated at the college. Students are very confident that it will be dealt with robustly and effectively by staff if it does occur. Students' very good spiritual development, noted at the time of the last inspection, remains very strong. Overall, students' spiritual, moral, social and cultural development is good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	2
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	1
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of most teaching is always at least good and is frequently better. Common features of most lessons are: good subject knowledge; teachers' high expectations of learners; awareness of the ability range in the class and planning of appropriate tasks. In outstanding lessons, teachers carefully plan for the range of abilities in their class so that students' learning is accelerated by building securely on prior learning. For example, in a Year 10 history lesson students were carefully grouped according to ability and developed their understanding of the political spectrum in pre-war Germany by building on their understanding of 'left and right wing' politics. However, in satisfactory lessons the same

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task is often set for the whole group which means that work can be either too easy or too hard. In these lessons, assessment is not used well enough to plan suitably demanding work for everyone and progress slows for some groups of learners. Marking is inconsistent in the college. The best practice involves students actively reflecting on suggestions for improvement and results in a positive impact on learning.

The broad Key Stage 4 curriculum meets students' needs very well. It offers a wide choice of academic subjects and an excellent, and increasing, range of curriculum pathways based on individual need. The college constantly strives to make learning as accessible and relevant as possible to students of all abilities. Accelerated routes are available for higher attainers, including A-level study. The Key Stage 3 curriculum has been reduced to two years to allow for greater flexibility. The college's design and technology specialism has resulted in a great deal of innovative provision. For example, a college-designed construction course in Year 9 allows the development of baseline/foundation level skills before students embark on a full BTEC course in Year 10. Extensive enrichment opportunities are much enjoyed by students.

A group of students in circumstances that make them more vulnerable, including students who are looked after by the local authority, spoke highly of the very good relationships they enjoy with their teachers and the exceptionally caring ethos within the college. Students say that staff ensure there are opportunities for them to catch up if they fall behind or miss work. A multi-agency approach to supporting identified students is very well planned and effective. Transitions are equally carefully planned and similarly effective. The college students and staff work in feeder schools to facilitate student transfer. Very effective work in partnership with local post-16 providers and employers has resulted in significant reductions in the number of students not in education, employment or training. Students feel they have the right information and time for reflection when choosing options. Parents positively describe the lengths the college goes to in ensuring their children can study chosen options.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The determined headteacher, ably supported by the dynamic leadership team, has established a sharply focused culture of continuous improvement to raise academic achievement. Leaders and staff at all levels are very clear about the priorities for improvement and there is a palpable and highly effective drive to improve all aspects of the college. The college has accurately recognised that the most important step in the college's development is improving the quality of teaching to match its other outstanding



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provision. Extremely rigorous systems for monitoring and developing teaching have been put in place. The proportions of good and better teaching have significantly increased as a result. However, the college knows that, although excellent, the rigorous systems need more time to fully realise the goal of consistently outstanding teaching. Exceedingly challenging targets are set at an institutional, departmental and individual student level. The college leadership recognised that progress and achievement in English and mathematics at one time were not as rapid as in most other curriculum areas, and has worked successfully to resolve this. Early entry in Year 11 coupled to intervention, including Saturday college, has resulted in a high proportion of students being on track to meet or exceed their targets. Most aspects of the college's work are developing rapidly through rigorous self-evaluation. A dedicated team of middle leaders says it feels empowered by the rolling programme of internal inspection and middle leaders are well supported in their own professional development by senior leaders.

Governors are fully involved in the life of the college providing appropriate challenge and support. Procedures for ensuring the health and safety, safeguarding and the well-being of college members and visitors are extremely rigorous. A careful analysis of its context in the local and wider community, coupled with outstanding partnership working, has developed the college's contribution to community cohesion very well, an achievement reflected in its well-merited International School Award. Equality of opportunity is a core value at the college, as demonstrated by the quality of care and support shown to students from a variety of backgrounds and/or needs. The college is very aware of any small differences in the achievement of groups and is working actively to close them. The college is working increasingly closely with parents and carers to improve students' well-being and learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

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## Views of parents and carers

Most parents and carers are very happy with the college. They generally agree with all statements on the questionnaire. A few think that the college does not help their child to have a healthy lifestyle; that their suggestions and concerns are not taken account of; or, that poor behaviour is not managed effectively. Inspectors found that the college provides many ways to encourage physical exercise including gym sessions before the college starts, supports well the development of emotional and sexual health, and healthy lunch options are available. However, they are aware that a few students do not always choose the healthy lifestyle. An interview with a representative of the Parent Forum revealed that several ideas from parents had been acted upon in the last year, for example the re-introduction of traditional parents' evenings and improvements to communication systems with parents. However, there is a desire in the college to engage further with some groups of parents. Inspectors found that incidents of poor behaviour are rare in the college and where they do occur they are dealt with rigorously. Several parents related concern about the number of mathematics teachers their children had had in the last year. Inspectors found that the college had a clear rationale for changing staff to ease significant staffing difficulties and give all students the best mathematics teaching they could.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Horndean Technology College to complete a questionnaire about their views of the college.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the college.

The inspection team received 305 completed questionnaires by the end of the on-site inspection. In total, there are 1138 students registered at the college.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	27	189	62	28	9	3	1
The school keeps my child safe	79	26	208	68	9	3	3	1
My school informs me about my child's progress	98	32	178	58	24	8	1	0
My child is making enough progress at this school	94	31	174	57	29	10	1	0
The teaching is good at this school	71	23	199	65	16	5	1	0
The school helps me to support my child's learning	57	13	191	63	38	12	3	1
The school helps my child to have a healthy lifestyle	40	13	207	68	44	14	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	67	22	197	65	17	6	2	1
The school meets my child's particular needs	72	24	203	67	16	5	1	0
The school deals effectively with unacceptable behaviour	51	17	177	58	43	14	13	4
The school takes account of my suggestions and concerns	40	13	184	60	45	15	5	2
The school is led and managed effectively	67	22	189	62	24	8	2	1
Overall, I am happy with my child's experience at this school	91	30	181	59	23	8	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 July 2011

Dear Students

**Inspection of Horndean Technology College, Waterlooville PO8 9PQ**

Thank you for the warm welcome you gave to inspectors when we recently visited your college. Here are our main inspection findings.

- Your college is good. Overall, all groups of students including those with special educational needs and/or disabilities make good progress in their learning.
- Care, guidance and support are outstanding. The college looks after you exceptionally well. As a result, you feel extremely safe and are able to contribute very well to the college and local community.
- The curriculum is excellent and constantly under review. This ensures that you can choose courses which meet your needs very well; this is increasingly helping you to attain good qualifications.
- The college is excellent at monitoring your progress carefully to ensure that extra help is provided should you fall behind your challenging targets.
- Your attendance has risen and is now high. This, coupled to excellent opportunities to develop work-related and other skills, means that you are very well prepared for your next steps in education or employment.
- You behave well in lessons and around the site, normally concentrating hard on your learning.

To help ensure that all groups consistently make outstanding progress throughout their college career, we have asked staff to improve on the good quality teaching you receive by:

- making sure that lessons are always closely matched to your different abilities, giving you good opportunities to peer and self-assess your work, and that teachers' written feedback is always sufficiently detailed to help you understand how to progress.

You can help by always behave your best in class, focus strongly on your learning and respond positively to teachers' comments on your work.

Yours sincerely

Peter Gale

Her Majesty's Inspector

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