

# Inspection of Hasland Hall Community School

Broomfield Avenue, Hasland, Chesterfield, Derbyshire S41 0LP

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Inspection dates: 15–16 October 2019

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Previous inspection grade

Good

## **What is it like to attend this school?**

Some pupils do not feel safe at school. Too often, pupils are disruptive, uncooperative and disrespectful. The behaviour of some pupils disturbs others' learning. On some occasions, teachers do not deal with challenging and disruptive behaviour. Senior leaders and teachers do not deal with poor behaviour well enough. Pupils perceive differences in the ways pupils are treated and see this as unfair.

Many teachers do not have high enough expectations of their pupils. Pupils do not achieve as well as they should.

Many pupils say pupils are bullied at the school. Many do not feel confident enough to tell a member of staff. This is because they do not believe staff will deal with it quickly and effectively.

Pupils have found the last couple of years difficult at school because there have been many staff changes. Some pupils believe this term has started better. However, too many feel let down.

Pupils know that there are conflicts and tensions within the school community and believe that these are adversely affecting their education. Many pupils are not proud of their school.

## **What does the school do well and what does it need to do better?**

The quality of education is not good enough. Some subject leaders have developed curriculum plans that help pupils deepen their knowledge and understanding. However, many subject areas do not have plans which set out what pupils should learn and when they should learn it.

Senior leaders have not ensured that curriculum plans are aspirational. Many teachers have low expectations of what pupils can do. Teachers do not challenge pupils and many underachieve. Older pupils have many gaps in their knowledge.

Leaders have not ensured that teachers meet the needs of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Many of these pupils do not achieve well enough.

Leaders and staff do not have high expectations for pupils' behaviour. Staff do not implement the behaviour policy effectively. There are too many occasions of poor behaviour reflecting prejudicial and disrespectful attitudes. Lessons are repeatedly disrupted by poor behaviour. This stops pupils learning well. Many pupils comment on the negative effect poor behaviour has on their learning.

The number of incidents of poor behaviour and fixed-term exclusions has increased. A high proportion of the pupils who are excluded are disadvantaged and are pupils with SEND. Too few pupils learn to improve their behaviour.

Leaders have not taken effective steps to improve pupils' attendance. Too many pupils do not value their education and are regularly absent.

Leaders are developing a programme to support pupils' personal development. However, the personal development programme needs to be embedded further. Pupils are beginning to benefit from a range of opportunities. For example, they learn about healthy lifestyles and relationships. They learn how to be safe and to understand various risks to their well-being. Pupils are challenged to think morally. Year 9 pupils also benefit from the 'restart a heart day' programme, which gives them essential life-saving knowledge and skills. Older pupils receive careers education.

Senior leaders lack the capacity to improve the school. They do not recognise the school's weaknesses. The headteacher's view of the school is too generous. The school's improvement plan is incomplete and is not focused on the aspects of the school's work that require immediate attention. Many parents and carers expressed their lack of confidence in the school. A large number shared their concerns. Many are worried about the tensions that exist within the school and the effect this is having on their children's education.

Governors have been too reliant on what senior leaders tell them. They do not understand the school's strengths and weaknesses. They have not focused on the right priorities. They have not challenged leaders to improve behaviour and the quality of education. They do not challenge and hold senior leaders to account for their decisions and actions. Governors have not fulfilled their statutory responsibilities.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Some pupils say they do not feel safe in school. Almost a third of parents who expressed a view indicated that their children are not safe in school. Some staff expressed the same view. A few staff said that they did not feel safe themselves.

Staff know the school's safeguarding procedures. However, leaders have not ensured that all staff have had up-to-date safeguarding training. Leaders have not completed all pre-employment checks for governors. These checks were done during the inspection. Leaders ensure that child protection records are accurate. These records reflect the positive work done with external agencies to support pupils.

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

### (Information for the school and appropriate authority)

- Safeguarding is not effective. Too many pupils feel unsafe. Leaders, governors and staff need to urgently fulfil their responsibilities as well as establish and embed an effective culture of safeguarding across the school.
- There is an untenable tension across the school which is having an adverse effect on the quality of education, behaviour and school improvement. Those with responsible authority for the school need to swiftly resolve these tensions. They also need to build parental and community confidence in the school.
- There is limited leadership capacity to strategically improve the school. Governors need to hold senior leaders to account and fulfil their responsibilities effectively. Senior leaders need to accurately evaluate the school's strengths and weaknesses, strategically plan to improve the school and manage change effectively and efficiently.
- The quality of education is weak. Leaders and governors need to develop capacity in leadership of the curriculum. Leaders need to ensure that robust curriculum plans are developed to be sequential, progressive and challenging. Subject leaders need to be trained, guided and supported to lead their areas successfully. They also need to ensure that the curriculum is implemented to meet different pupils' needs.
- Teachers' expectations of what pupils can do and achieve are too low. Leaders need to make sure that teachers have high expectations and that pupils are challenged to know more and remember more, to achieve well.
- Poor behaviour is affecting pupils' learning and achievement. Leaders and teachers need to raise their expectations and consistently challenge and effectively eradicate poor and disruptive behaviour.
- Pupils are reluctant to report bullying because they are not confident that staff will deal with their concerns effectively. Leaders need to quickly build pupils' confidence in reporting incidents of bullying. They also need to ensure that all staff respond appropriately to pupils' concerns and worries. They should urgently establish effective ways of dealing with bullying.
- There are too many incidents of disrespect and prejudicial behaviours. Leaders need to establish an ethos of respect and understanding based on meeting their responsibilities related to equality and diversity. This is so that all pupils and staff are respected as individuals.
- Too many pupils do not attend school regularly enough. Leaders need to work with parents and carers to challenge and support them to help their children attend school regularly.
- Leaders need to make sure that all aspects of personal development are strong. They need to ensure that the personal development programme, including careers education, is taught well so that pupils are very well prepared for the next stages of their lives.

- The school should not appoint newly qualified teachers.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	112959
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10086728
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	790
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Patricia Bell
<b>Headteacher</b>	Ruth Moore
<b>Website</b>	<a href="http://www.haslandhallschool.co.uk/">www.haslandhallschool.co.uk/</a>
<b>Date of previous inspection</b>	29–30 September 2015

## Information about this school

- Since the last inspection, there have been considerable changes in the staff, with a high proportion leaving and joining the school.
- The headteacher took up her position in January 2017.
- The number of pupils on roll has increased. More Year 7 pupils started the school this September than is usually the case.
- The school community is currently experiencing tension which is affecting the quality of education, pupils' behaviour and leaders' capacity to improve the school.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

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.

- The inspection was carried out following a number of complaints made to Ofsted that raised serious concerns. Her Majesty’s Chief Inspector decided that an inspection of the school should take place to follow up the whole-school issues that were raised. We sought to establish whether there was a culture of effective safeguarding and whether pupils’ behaviour was good.
- We met with the headteacher and other senior leaders. We met three members of the governing body, including the chair of governors. We also spoke with the local authority associate school improvement officer.
- We focused on English, modern foreign languages, science and history. We also looked at a range of other subjects on the second day of the inspection.
- We visited 38 lessons, many with a senior leader. We looked at pupils’ work and spoke with pupils. We met with subject leaders and class teachers.
- We met with the designated safeguarding leader (DSL) and looked at safeguarding records. We also met with the special educational needs coordinator (SENCo).
- We met with groups of pupils to talk about the quality of education and other aspects of school life. We also met with a group of support staff and spoke with staff individually.
- We considered a range of documents. We looked at the school’s website, policies and published information about the school’s performance.
- We observed pupils at lunchtime and breaktimes and observed an assembly.
- We considered the views of 146 parents who completed the Ofsted Parent View survey, as well as the 121 text responses received. We also considered the emails submitted by parents and staff.
- We considered the 57 responses to Ofsted’s staff questionnaire. We also considered the 70 responses to Ofsted’s pupil questionnaire.

### **Inspection team**

Chris Davies, lead inspector	Her Majesty’s Inspector
Paul Heery	Ofsted Inspector
Ellenor Beighton	Ofsted Inspector
Christine Horrocks	Ofsted Inspector

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