

Inspection of The Hyndburn Academy

Stourton Street, Rishton, Blackburn, Lancashire BB1 4ED

Inspection dates: 30 and 31 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Since becoming an academy, this school has improved strongly. Pupils, including those with special educational needs and/or disabilities (SEND), progress well through the curriculum.

Pupils are proud to be part of this tight-knit school community. Adults in the school know pupils well and care for their well-being and safety. Pupils said that they feel safe. They are confident that they can approach staff for help if they have a problem. Should any bullying happen, staff act quickly and effectively to stop it.

Leaders set high expectations for pupils' behaviour. Pupils are polite and respectful towards each other and adults. Pupils behave well in lessons. They listen to their teachers and work hard. The school is a calm place to walk around at any time of the day.

Pupils are encouraged to take part in extra-curricular activities. Staff offer a wide range of activities to suit pupils' interests. For example, recently, many pupils were involved in putting on an ambitious musical theatre production of 'Peter Pan'.

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

In recent years, leaders, trustees and governors have made many changes to the school's curriculum. In the past, a weak curriculum meant that pupils were not well prepared for the next stage in their education. Leaders have put in place a curriculum that is ambitious for all pupils, including those with SEND. The curriculum is well ordered to help pupils build their knowledge across a broad range of subjects. As a result, pupils, but especially those in key stage 3, understand and remember more of their learning.

Subject leaders have designed curriculums well. They have thought carefully about the key knowledge that they want pupils to learn. Pupils build up their knowledge in a logical way. In many subjects, pupils have plenty of opportunities to deepen their learning.

Teachers have secure subject knowledge. This helps most of them to deliver the curriculums well across the school. Most teachers explain concepts to pupils effectively so that they can understand difficult ideas. However, in a small number of subjects, some teachers do not deliver the curriculum well enough. They do not ensure that pupils' learning builds securely on what they already know. This prevents some pupils from learning more and remembering more in those subjects.

Teachers use effective strategies to check that pupils have learned the intended curriculum. In most lessons, teachers check that pupils have understood key knowledge. They act promptly to go over work again if pupils have misunderstood anything. Teachers provide useful feedback so that pupils know if they are doing well and how they can do even better.

Around the school, pupils are polite and well mannered. Lessons take place without disruption. Pupils' positive attitudes help them learn successfully.

Leaders accurately identify the needs of pupils with SEND. Staff support these pupils to learn well. Pupils with SEND progress through the same ambitious subject curriculums as their peers.

Leaders have put effective systems in place to identify pupils whose reading knowledge is weak when they join the school. These systems enable leaders to pinpoint and remedy the specific problems that individuals face with reading. Most pupils become more confident readers. Leaders have developed some imaginative strategies to encourage reading for pleasure. These strategies are beginning to encourage younger pupils to read more widely and often.

Pupils who join the school from other countries receive expert help to improve their English language knowledge. This effective support enables these pupils to access the same curriculum as their peers.

Leaders have put in place a well-thought-through personal development curriculum. Issues such as sexual health and sexual harassment are covered well in the curriculum, along with healthy relationships and fundamental British values. Pupils, particularly those in key stage 3, can explain clearly fundamental British values such as democracy and tolerance of differences.

Pupils told inspectors that they receive age-appropriate and independent careers education, advice and guidance. Visitors from a wide range of businesses and professions come into school to help pupils make choices about their next steps.

Leaders have taken workload issues into account in a number of ways and staff appreciate leaders' efforts. There is a strong sense in the school of staff, leaders and governors sharing a common purpose to promote the well-being of everyone within the community.

A new governing body was established recently with the support of the trust. Governors have a wide range of knowledge and expertise. They use this to hold leaders to account and support the further development of the school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils learn how to keep safe when out in the wider community and when online.

Staff receive effective training from school leaders. As a result, staff know how to spot the signs that pupils are at risk from harm. Staff share their concerns with leaders in a timely manner. Leaders work well with a wide range of external agencies to ensure that pupils who are vulnerable get the help that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small minority of subjects, some teachers do not deliver the curriculum effectively enough to ensure that pupils' learning builds securely on what they already know. This prevents some pupils from learning as well as they should in these subjects. Leaders should ensure that the planned curriculum is delivered consistently well across all subjects.

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 information from Ofsted Parent View 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

Unique reference number	144356
Local authority	Lancashire
Inspection number	10212326
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	501
Appropriate authority	Board of trustees
Chair of governing body	Lyndsey Sims
Headteacher	Nicola Palmer
Website	www.hyndburnacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- A small number of pupils attend alternative provision at five registered alternative providers.
- The school joined the United Learning Trust in September 2017. When the predecessor school, Norden High School, was last inspected by Ofsted, it was judged to be inadequate.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the regional director of the trust, governors, the headteacher, senior leaders and subject leaders.
- The lead inspector met with a representative of the local authority.

- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked the pupils how they keep themselves safe and what to do if they have concerns.
- Inspectors held discussions with staff and considered the responses to Ofsted's online survey for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's online survey for pupils.
- Inspectors considered the views of the parents and carers who responded to Ofsted Parent View, Ofsted's online survey. This included the free-text responses.
- Inspectors carried out deep dives in English, mathematics, science, history and design technology. Inspectors met with subject leaders to discuss curriculums, visited lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed curriculums and visited lessons from some other subjects.

Inspection team

Timothy Gartside, lead inspector	Ofsted Inspector
Nell Banfield	Ofsted Inspector
Elaine Mawson	Her Majesty's Inspector

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