

Inspection of Brighton Hill Community School

Brighton Way, Basingstoke, Hampshire RG22 4HS

Inspection dates: 26 and 27 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils are eager to explain why they believe that Brighton Hill is such a special school. They appreciate the time that staff take to get to know them as individuals. There is a collective focus on making sure everyone achieves their very best. Respect and diversity are at the centre of this. Pupils can confidently and safely explore what makes them unique, knowing they will get the right help and support whenever this is required.

The importance of kindness is at the heart of the school's ethos. High expectations of behaviour and very low incidents of bullying mean that pupils can learn happily and safely. Pupils are encouraged to voice their concerns or worries and know that these will be acted on. Pupils have particularly valued this support during the recent period of disruption caused by the COVID-19 pandemic. Guidance and care are offered daily to those pupils who need additional help through the school's 'Well-being Centre'.

Particular attention is focused on developing individual talents and interests. This, alongside the school's personal social, and health education (PSHE) curriculum, 'My World', is a significant strength of the school. Pupils keenly take part in the extensive extra-curricular offer of activities. Firm friendships are made, and lasting memories secured, during the many exciting events and trips.

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

The drive to continually improve the school is relentless. Leaders and governors constantly focus on their vision of 'making success inevitable'. They use this to evaluate what the school does well and what needs to be developed further. Responses to Ofsted's inspection surveys indicate that pupils and parents can readily see the positive impact of these changes. Staff also praise the work of leaders and say they are proud of the school. Staff explained that the effective professional development they receive results in continuing improvements to pupils' learning and pastoral care.

Every subject has been redesigned to reflect the school's high ambition. Learning has been carefully organised so that pupils can build their knowledge through both key stages. Recent adaptations have also been made to account for any gaps in knowledge that may have emerged because of the disruption caused by COVID-19. Leaders have also prioritised the importance of reading widely to ensure that pupils develop the vocabulary needed in each subject. The changes to some subjects, however, are not as well implemented as in others. Leaders know this and are focused on embedding the improvements in every subject in order to ensure that pupils achieve well across the full curriculum.

Brighton Hill is welcoming and inclusive. Teachers can confidently describe many of their pupils' individual needs, including those of pupils with special education needs

and/or disabilities (SEND). Priority has been given to identify much-needed support for pupils who are experiencing difficulties with their mental health. Leaders are now implementing plans to further improve this provision for pupils with SEND. There is a renewed focus on giving teachers detailed knowledge to successfully adapt learning daily. This includes further support for pupils who find reading more difficult so they can confidently read the different texts explored in lessons.

Lessons are calm and focused. When asking pupils about this, one simply explained, 'It's how we do it here.' Everyone knows and understands the rules and routines that should be followed. Pupils appreciate the need for reflection time when they have not always made the right choice about their behaviour. Vitally, pupils respect the importance of making sure their classmates can learn without disruption.

Leaders have ensured that the personal development curriculum is rich, comprehensive and adapts to the interests of their pupils. The lessons, as part of the 'My World' curriculum, help pupils explore their questions about growing up in modern Britain. This learning is enhanced during the 'deep learning' days. These days provide important information about relationships and sex education as well as offering wide-ranging careers guidance. The careers programme itself is exceptionally ambitious. It links different subject areas with the world of work to ensure pupils have the knowledge they need when considering the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

A highly knowledgeable safeguarding team provides effective support when any risks to pupils' safety are identified. Staff know the importance of accurately reporting and responding to any safeguarding concerns. For example, when the school became aware that there were safeguarding concerns about an alternative provision that they had been using, they took rapid action to remove the pupil. In addition, leaders have strengthened oversight of their use of such provision.

The school's comprehensive PSHE programme gives pupils important information about how to stay safe. Pupils value these lessons and events, such as the recent 'Keeping Healthy and Safe' day. Pupils know the importance of reporting any concerns they may have so they can quickly get the help that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While pupils are developing their knowledge and understanding confidently in many subjects, leaders are aware that further refinements are needed in others. Leaders must continue to work closely with staff to embed the curriculum

securely and consistently across every subject. This will help to ensure that pupils know and remember more across the school's full curriculum.

- Learning is not always adapted successfully to meet the needs of all pupils with SEND. Leaders should continue to carefully monitor the full implementation of the plans already in place to address this. This will help all pupils with SEND acquire the knowledge and skills they need to achieve well.

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	116441
Local authority	Hampshire
Inspection number	10227049
Type of school	Secondary
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1087
Appropriate authority	The governing body
Chair of governing body	Jane Pratt
Headteacher	Christopher Edwards
Website	www.brightonhill.hants.sch.uk
Dates of previous inspection	3 and 4 May 2017, under section 5 of the Education Act 2005

Information about this school

- The number of pupils attending the school has more than doubled since the last inspection.
- The school uses one registered and four unregistered alternative providers to provide education and support for a very small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection 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.

- The school was selected for a section 5 inspection, arising from Ofsted’s risk assessment process. Ofsted was concerned about the use of alternative provision.
- Inspectors met with senior leaders, staff and pupils. They also spoke with members of the governing body, including the chair. An inspector also spoke to a representative from the local authority.
- The inspection team carried out deep dives in these subjects: English, science, modern foreign languages and history. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils’ work.
- Inspectors considered the 220 responses to Ofsted’s Parent View questionnaire, including 113 free-text comments. They also took account of the responses to the confidential staff’s and pupils’ surveys and gathered the views of both staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school’s website and policies, met with the designated safeguarding leads, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school and spoke with governors.

Inspection team

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