

# Inspection of a good school: Haslingden High School and Sixth Form

Broadway, Haslingden, Rossendale, Lancashire BB4 4EY

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Inspection dates:

10 and 11 May 2022

## Outcome

Haslingden High School and Sixth Form continues to be a good school.

## What is it like to attend this school?

Pupils, and students in the sixth form, are proud to be part of Haslingden High School and Sixth Form. Pupils told inspectors that this is because it is friendly and welcoming. They enjoy coming to school.

Leaders, governors and staff have high expectations of what pupils and students should achieve. All pupils, including those with special educational needs and/or disabilities (SEND), have equal access to a suitably ambitious curriculum. They progress well through the curriculum.

Pupils told inspectors that they feel safe. They know who to speak to if they are worried or upset. Pupils enjoy strong relationships with one another and with staff. Pupils told inspectors that bullying is rare. If it does occur, staff ensure it is sorted out quickly and effectively.

Pupils behave very well. They move around the school calmly. They pay attention and concentrate in their lessons. They are keen to learn. Pupils' conduct reflects teachers' high expectations.

Staff provide a wide range of enrichment activities. Sports teams enjoy many successes at regional and national levels. Pupils, and students in the sixth form, thrive in the arts and music because there are many opportunities for participation. They go on many school trips to places both near home and further afield.

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

There have been several recent changes in the school's leadership team. Leaders and governors have handled this period of transition well. They have ensured that pupils and students in the sixth form continue to access a high-quality curriculum. Leaders know that the number of pupils at GCSE studying the full range of English Baccalaureate subjects is well below the government's national ambition. They have acted to encourage more

pupils to study modern foreign languages. Students at key stage 5 can choose to study a wide range of courses that meet their diverse interests and needs well. Pupils and students in the sixth form are well prepared for the next stage of their education, employment or training.

Subject leaders have designed their subject curriculums well. They ensure that pupils develop their knowledge in a logical order. Teachers have strong subject knowledge. They present their extensive knowledge to pupils clearly and enthusiastically. Most teachers design learning carefully. They check that pupils have remembered and understood earlier topics before introducing new learning.

Teachers use technology well to enhance pupils' learning. Pupils enjoy taking short tests online. They receive instant feedback on how well they have learned the intended curriculum. This helps pupils remember and understand more. Overall, teachers use a wide range of assessment information well. This enables them to identify misconceptions and adapt the curriculum to address any gaps in pupils' learning.

Pupils behave well. Lessons across the school typically take place without disruption. Leaders study patterns of behaviour and act swiftly if they identify any problems. Students in the sixth form display mature attitudes and are confident and articulate.

Leaders and teachers identify the individual needs of pupils and students with SEND accurately. Leaders ensure that these pupils receive appropriate support. They provide staff with the information that they need to design learning which meets the needs of these pupils. This enables pupils and students with SEND to progress through the same ambitious curriculum as their peers.

Leaders have improved the reading curriculum. Pupils are encouraged to read widely. Leaders identify the specific barriers faced by pupils with insecure reading knowledge. They put effective support in place to help these pupils become more confident and fluent readers. In lessons, pupils learn many examples of subject-specific vocabulary. Teachers model to their pupils how to read with expression and understanding.

At key stage 3, leaders have put an effective personal development curriculum in place. They have ensured that pupils in key stage 4 and students in the sixth form benefit from an effective careers education programme. However, in key stage 4 and the sixth form, some aspects of the personal development curriculum are not taught in sufficient depth or detail. This includes teaching pupils about healthy relationships and consent. This means that some pupils are not as well prepared as they could be for their future lives.

Leaders provide a wide range of opportunities for all pupils, including those in the sixth form, to develop their talents and interests. Pupils benefit from well-equipped facilities for sports, theatre and music. Enthusiastic and experienced teachers encourage wide participation for pupils of all abilities.

Staff appreciate how leaders and governors develop ways to protect them from excessive workload. Governors are well informed about the school. Recently, they have played a crucial role in managing a smooth transition as some senior leaders have retired and new ones have

been appointed.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture across the school. Leaders are well informed about a wide range of safeguarding issues. They ensure that safeguarding training for staff is thorough. As a result, staff know how to identify the signs that may indicate that pupils are at risk of harm. Staff share their concerns in a timely manner. Leaders work well with external agencies to ensure that pupils and their families get the help that they need.

Pupils know how to keep safe either online or in the local community.

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

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

- In key stage 4 and the sixth form, some aspects of the personal development curriculum relating to healthy relationships and consent are not taught in sufficient detail or depth. This means that some pupils and students miss out on opportunities to reflect upon and discuss issues relating to healthy relationships and consent. Leaders should ensure that this area of the curriculum is designed coherently and implemented effectively so that pupils, and students in the sixth form, are better prepared for their future lives.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in June 2017.

## **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

<b>Unique reference number</b>	119767
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10226337
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,573
<b>Of which, number on roll in the sixth form</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Davey
<b>Headteacher</b>	Russell Clarke
<b>Website</b>	<a href="http://www.haslingdenhigh.com">www.haslingdenhigh.com</a>
<b>Date of previous inspection</b>	21 and 22 June 2017, under section 5 of the Education Act 2005

## Information about this school

- A small number of pupils attend alternative provision at three registered alternative providers.
- The headteacher was appointed in September 2021. He was previously the deputy headteacher. A new deputy headteacher was appointed in September 2021.

## 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 headteacher, senior leaders and subject leaders.
- The lead inspector met with governors and spoke to 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 and students from all year groups and considered the responses to Ofsted's online survey for pupils.
- Inspectors considered the views of the parents who responded to Ofsted Parent View. This included the free-text responses.
- Inspectors carried out deep dives in English, mathematics, science, modern foreign languages and physical education. Inspectors met with subject leaders, discussed the curriculum, visited lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

### **Inspection team**

Timothy Gartside, lead inspector	Ofsted Inspector
Steven Caldecott	Ofsted Inspector
David Woodhouse	Ofsted Inspector

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