

# Inspection of a good school: Lady Hawkins' School

Park View, Kington, Herefordshire HR5 3AR

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Inspection dates:

25 and 26 January 2023

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

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

Pupils enjoy being part of this small secondary school. They appreciate knowing staff and other pupils really well. Pupils say that 'everyone is allowed to be different and unique'. Pupils work hard in lessons and try their best to meet the high expectations that leaders have of them. However, teachers do not check pupils' learning consistently well. This means that some pupils, particularly those with special educational needs and/or disabilities (SEND), fall behind, and teachers are not always aware of this.

Pupils are polite and respectful to adults and to their peers. They behave well in most lessons, in social times and around the school. Leaders record any allegations of bullying that occur, and they follow them up diligently. Pupils are confident to share any concerns or worries they may have, as they know that adults will support them when they need help. Pupils value the opportunities they have to learn about keeping themselves safe. They say that they like to learn about risks they may face from teachers before they learn about it from their friends.

Pupils enjoy participating in a wide range of lunchtime and after-school clubs. Pupils take part in the many sports clubs available, in drama productions and in clubs such as Japanese club and board games.

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

Leaders have made sure that the curriculum is well planned and sequenced in nearly all subject areas. Leaders have identified the important knowledge that pupils need to know and ensured that the curriculum is designed so that it builds well on pupils' prior learning.

Teachers have strong subject knowledge, and leaders have made sure that non-specialist teachers are given the training they need to deliver the subjects they teach.

In most subjects, teachers structure pupils' learning well. However, teachers' use of assessment is too variable. Where assessment is used well, teachers present the important information that pupils need to know clearly, check pupils' understanding systematically and identify misconceptions or mistakes quickly. This means that pupils achieve well. In other areas of the curriculum, teachers do not check pupils' work frequently enough to make sure that all pupils have learned what they should. They do not address pupils' misconceptions quickly enough, and this limits pupils' ability to build on their learning over time.

Leaders are ambitious for pupils in their school. They have extended the range of qualifications that pupils can study at key stage 4 to make sure that all pupils can move on to an appropriate apprenticeship or college course.

Leaders identify pupils with SEND well. However, they have not made sure that teachers have the knowledge they need to adapt the curriculum effectively for pupils with SEND. This means that, at times, pupils with SEND do not receive the support they need to learn the curriculum well.

Leaders do not have support in place for pupils who are not fluent readers. This limits these pupils' ability to achieve across the curriculum.

Leaders focus on providing pupils with as many opportunities as possible. They make sure that pupils enjoy the benefits of the local area and are knowledgeable about life beyond the school. Pupils are taught about different religions and cultures and go on a variety of trips. Careers education is a strength. It develops and supports pupils to have high aspirations. There is a wide range of opportunities for pupils to learn about their next steps. These include visits and encounters with employers, apprenticeship providers, further education and higher education institutions.

Staff are proud to work in the school. Teachers value the changes that leaders have made, which support their workload. They say that leaders support them if they need help. Governors know the school well. They are aware of strengths and areas for development. Governors are clear about their statutory duties and discharge these well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding leaders are very knowledgeable. Leaders train staff well, ensuring that staff know the risks that pupils may face. Staff record any concerns they may have about pupils, and leaders monitor these concerns assiduously and act on this information quickly. Leaders make sure that they get the help they need for pupils at risk of harm. Leaders are relentless in challenging external agencies to make sure that pupils receive the help they need.

Leaders make sure that pupils learn about how to keep themselves safe. Leaders carry out all appropriate pre-recruitment checks and manage any concerns about staff members appropriately.

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

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

- Teachers do not use the school's assessment strategies consistently well. This means that, in some areas of the curriculum, teachers do not check on pupils' knowledge and understanding before they move on to new learning. As a result, some pupils do not achieve as well as they could. Leaders need to make sure that assessment is used consistently well by all teachers to maximise the progress that pupils make.
- Leaders have not made sure that all staff have the knowledge and skills they need to adapt the curriculum for pupils with SEND. As a result, pupils with SEND do not learn and achieve as well as they could. Leaders must make sure that all staff have the right knowledge and understanding about how to support the learning for pupils with SEND and apply this to their teaching.
- Pupils who find reading difficult do not receive the help they need to become confident readers. This means that they cannot achieve as well as they could across the curriculum. Leaders need to make sure that they introduce a systematic approach to teaching all pupils to read fluently.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in 23 and 24 January 2018.

## **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.

## **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>	137608
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10257028
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	264
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rachel Mountford
<b>Headteacher</b>	Paul Jennings
<b>Website</b>	<a href="http://www.lhs.hereford.sch.uk">http://www.lhs.hereford.sch.uk</a>
<b>Date of previous inspection</b>	23 to 24 January 2018, under section 5 of the Education Act 2005

## Information about this school

- Lady Hawkins' School is a smaller than average secondary school.
- The school does not use alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Year 7 to 13 with information and engagement about approved technical qualifications and apprenticeships.

## Information about this inspection

- 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.
- During the inspection, inspectors held discussions with the headteacher and senior and middle leaders.
- Inspectors held discussions with teachers and representatives of governors.
- Inspectors carried out deep dives in these subjects: English, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with members of staff, individually and in groups, and spoke to pupils at various points during the inspection.
- Inspectors took account of responses to staff and pupils surveys, as well as Ofsted Parent View.
- Inspectors looked at records relating to behaviour, bullying, attendance, and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment, scrutinising policy documents and meeting with the designated safeguarding lead.

### **Inspection team**

Claire Price, lead inspector

His Majesty's Inspector

Janet Lewis

Ofsted Inspector

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