



High Tunstall College of Science

Inspection Report

Unique Reference Number 111748
LEA Hartlepool
Inspection number 278766
Inspection dates 3 November 2005 to 4 November 2005
Reporting inspector Joy Byrom

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive	School address	Elwick Road
School category	Community		West Park
Age range of pupils	11 to 16		Hartlepool, TS26 0LQ
Gender of pupils	Mixed	Telephone number	01429 261446
Number on roll	1182	Fax number	01429 222856
Appropriate authority	The governing body	Chair of governors	Mr Ken Shepherd
Date of previous inspection	1 September 2000	Headteacher	Mr Ken Jones

Age group 11 to 16	Inspection dates 3 November 2005 - 4 November 2005	Inspection number 278766
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Introduction

The inspection was carried out by five additional inspectors.

Description of the school

High Tunstall College is a larger than average mixed comprehensive college for 11 to 16 year olds on the outskirts of Hartlepool. It is a specialist science college. Students' attainment on entry to the college is above average. The proportion of students eligible for free college meals is below average. Most students are from White-British backgrounds and there are very few students whose first language is not English. The proportion of students with learning difficulties and disabilities is above average and includes 25 students with physical and medical difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The college judges itself as providing a satisfactory education for its students, and inspectors agree. Key issues from the last inspection have been largely addressed, the national curriculum is fully implemented and accommodation and resources have improved considerably. GCSE results, despite declining slightly over the last two years, represent satisfactory achievement. Standards are improving in Years 7 to 9. Personal development is satisfactory, but there are few opportunities for students to contribute to the wider community. Behaviour is good, and very few students are excluded from college. Attendance is satisfactory. Teaching and learning are satisfactory, but the quality is inconsistent. The college does not track students' progress regularly enough and so is not able to deal systematically with under-achievement. The senior team gains a clear idea of the strengths and weaknesses of teaching from its programme of monitoring, but does not focus closely enough on addressing the issues identified. The curriculum is satisfactory, but not wide-ranging enough in its provision for work-related learning. The provision for students with learning difficulties and disabilities and for other vulnerable students is very good. They are very well integrated and participate fully in the life of the college. The range of extra-curricular activities is outstanding. Students feel safe and most enjoy their time at college. The college has a satisfactory capacity to improve, and provides satisfactory value for money.

not applicable

What the school should do to improve further

- Improve GCSE results by ensuring that teaching and learning are consistently effective throughout the college.
- Monitor students' progress more effectively, and use the outcomes to help them all to do as well as they can.

Achievement and standards

Grade: 3

Students' achievement is satisfactory overall. Standards attained in the national tests at the end of Year 9 over the past four years have been consistently above the national average overall, although results in English and science dropped to average in 2004. Students' achievement was good in mathematics and satisfactory in English in 2004. However, boys' achievement in science was unsatisfactory. Results in 2005 show that achievement overall is satisfactory, although the achievement of boys in science is still a concern.

Standards at the end of Year 11 are above average, as indicated in the GCSE results in 2004. Students make satisfactory progress from their starting points in Year 7. However, in 2004, the progress in mathematics was slower in Years 10 and 11 compared with Years 7 to 9. Also, the progress of higher attaining boys is slower in Years 10 and 11 compared with Years 7 to 9. Students with learning difficulties and disabilities made

good progress. Students performed well in biology, expressive arts, German, home economics, physical education and social science. Their performance in English, mathematics, drama, geography and business studies was unsatisfactory. In 2005, GCSE results were lower and the gap between girls' and boys' attainment widened. The college did not meet its targets. However, inspection evidence indicates that current standards are rising.

Personal development and well-being

Grade: 3

The personal development of students is satisfactory. Most students behave well and have positive attitudes to learning. They generally enjoy college and many actively participate in the variety of extra-curricular activities provided. They value the commitment of their teachers in providing these opportunities and also in providing them with additional help with their studies outside lessons. Relationships between teachers and students are good. A few students are given the chance to take responsibility, for example, through the peer mentoring scheme, serving on the college council and acting as prefects. Many students, however, do not have these opportunities. Together with the fact that not all students have access to work-related learning, this means that many are not well prepared for their future roles in the community. Students, generally, feel they are consulted and listened to. All students were involved in drawing up the new anti-bullying policy.

The students' spiritual, moral, social and cultural development is satisfactory. Students show respect for each other and their teachers. Although the extensive sports provision and the healthy food options available at lunchtime encourage students to adopt healthy and safe lifestyles, many still do not take advantage of these opportunities. The newly installed CCTV cameras help students feel safe. However, a few students are concerned about a lack of supervision as they arrive at college and move between lessons. Most students feel bullying is dealt with effectively, though a few feel that it is not always treated seriously.

Quality of provision

Teaching and learning

Grade: 3

The satisfactory teaching and learning lead to students making generally satisfactory progress over five years. However, there is a very considerable difference in the quality of teaching across the college. Some outstanding teaching in textiles and music led to very rapid progress. Throughout the college, the good teaching is characterised by thorough planning, a good classroom atmosphere, a variety of activities and a strong pace that really involve students in learning. Good use of question and answer sessions checks on students' understanding and there is frequently good quality extra support from classroom assistants. Weaker lessons do not conform to the requirements of the

college's learning and teaching policy. They are characterised by weak planning and a lack of urgency, and students become restless and unproductive.

The assessment of students' work is generally satisfactory. Although there are some weaknesses in the marking of work, teachers are good at making formal assessments according to GCSE criteria. Recently, the college has set much more challenging targets, which have been effectively communicated to students.

Curriculum and other activities

Grade: 3

The satisfactory curriculum takes account of the diversity of students' learning needs. The introduction of the Pathway System in Year 10 allows students to benefit from courses and qualifications matched to their aspirations and capabilities. The college's recognition of the value of practical skills in the context of the local area is evident in the expansion of vocational education in Years 10 and 11. However, not enough has been done to ensure that the curriculum, as a whole, provides all students with their entitlement to work-related learning. Careers education and guidance are satisfactory. The good achievement of students with learning difficulties and disabilities is testament to the very effective deployment of the learning inclusion team. The programme of extra-curricular and enrichment activities is outstanding. It caters for all interests and aptitudes and makes a significant contribution to the enjoyment and personal development of the large numbers of students who take part.

Care, guidance and support

Grade: 3

The college judges care, guidance and support to be good. However, inspectors judge this aspect to have some considerable strengths but to be satisfactory, because of the failure to deal systematically with progress and achievement.

The college cares for its students well. All the necessary procedures relating to child protection and health and safety are effectively in place and regularly reviewed. Students feel safe and enjoy their time at college. Students feel they can turn to an adult with confidence on personal or academic matters. The monitoring of students' progress towards targets, however, is infrequent and inconsistent. The collection of assessment data across the college is not made often enough to identify and correct underachievement.

Support for students with learning difficulties and physical disabilities is outstanding. There are some notable examples of students with major learning or behavioural problems making excellent progress under the guidance of experienced staff. Students know their targets and what they need to do to improve. These are reviewed at termly meetings with parents.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher's positive and knowledgeable leadership is well supported by a new and recently restructured senior leadership team. The new team is demonstrating the capacity to identify the college's strengths and weaknesses, but has not yet addressed them. The result is that practice in the college is inconsistent, and some weak teaching has not been dealt with. The day-to-day management of the college is good. Managers have acted effectively to bring about improvements, for example in improving much of the accommodation and learning resources. However, the effective deployment of staff in supervising students during arrival and lesson changeovers is an area for development. Most curriculum areas and year groups are well led. The coordinator for students with learning difficulties and disabilities provides outstanding leadership.

Performance management is linked to the college's focus on improving teaching and learning through the professional development of staff, but the take-up of this professional development is not as widespread as it could be. The college's evaluation of its performance is detailed and helpful. College development planning focuses well upon four key objectives, but the objectives are not precise and clear enough for progress toward them to be effectively measured. Governors, parents, staff and students are not yet sufficiently involved in this process. Governors are very supportive and aware of the college's strengths and weaknesses. They mainly meet their legal responsibilities in full, except for ensuring that all students experience a daily act of collective worship. Financial management is secure and the issues raised in the most recent audit have all been satisfactorily resolved.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707

www.ofsted.gov.uk

High Tunstall College

Elwick Road

West Park

Hartlepool

TS26 0LQ

7th November 2005

Dear Students

Thank you for the welcome you gave to the inspectors and for the valuable contribution that many of you made to this inspection. We were impressed by your positive attitudes and the sensible, open and frank way you talked to us about your college. It is clear from your behaviour and attitudes that most of you enjoy college.

What we have said about your college in the inspection report:

Your college is satisfactory with some good features.

Your standards of work and achievement are satisfactory, although GCSE results have declined slightly over the last two years.

Students with learning difficulties and disabilities are cared for extremely well and make good progress.

You value the excellent opportunities for extra-curricular activities.

You tell us you generally feel safe in college but would like more supervision when you arrive in the mornings and in between lessons.

Since the last inspection the accommodation and ICT resources have improved considerably.

Your headteacher and his staff understand the college's strengths and weaknesses and know what to do to improve it further.

What we have asked your college to do now:

Improve GCSE results by monitoring your progress in each subject more frequently so that teachers are aware of any difficulties you have and can address them with you.

Check the work of the college to make sure it achieves its targets for improvement.

We enjoyed our visit to your college and wish you well for the future.

Yours sincerely,

Joy Byrom

Lead Inspector

Annex B