



The Neville Lovett Community School and Continuing Education Centre

Inspection Report

Better
education
and care

Unique Reference Number 116467
LEA Hampshire LEA
Inspection number 279837
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Barry Jones AI

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

Type of school	Secondary	School address	St Anne's Grove
School category	Community		Fareham
Age range of pupils	11 to 16		Hampshire PO14 1JJ
Gender of pupils	Mixed	Telephone number	01329318003
Number on roll	849	Fax number	01329284007
Appropriate authority	The governing body	Chair of governors	Mrs E Webb
Date of previous inspection	27 March 2000	Headteacher	Mr N Dewhurst

Age group 11 to 16	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 279837
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Introduction

The inspection was carried out by four additional inspectors.

Description of the school

The attainment of pupils on entry to the school is usually in line with the national average. The school has a specialised resource for hearing impaired pupils and has more pupils with learning difficulties and disabilities than is normally found. The school was a seven form entry school but has reverted to six form entry in recent years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The inspectors judge the overall effectiveness of the school to be satisfactory while the school assesses itself to be good. The decision was finely balanced, however, and the school has several good features. Leadership and management are satisfactory overall. The headteacher gives good leadership. The school responds robustly to identified weaknesses and the actions taken have led to significant improvements in standards and in devising a good curriculum. However, although the monitoring of teaching quality is done conscientiously, it has not focussed sufficiently on improving the rate of pupils' learning. Consequently the teaching is satisfactory but the school has not identified improvements needed in marking and the use of assessment to make it good consistently. This has contributed to significant variations in the achievements of pupils which are good for some year groups and satisfactory for others. The level of care, guidance and support and the provision for pupils with learning difficulties and for the hearing impaired are good. This results in these pupils making good and often very good progress in their studies and social development. The school has made sound progress since the previous inspection. Adjustments to the school roll and high-cost staff mean that the school has a deficit budget, but a sound financial plan has been agreed with the local authority to address this issue. The school has a proven track record for making improvements and has good capacity to improve.

What the school should do to improve further

* Monitor the quality of pupils' learning.* Ensure that the pupils participate more actively in lessons.* Improve marking throughout the school and assessment at Key Stage 4 to ensure that pupils know how to improve their work.

Achievement and standards

Grade: 3

Standards are broadly in line with national averages at both Key Stage 3 and at GCSE level. Achievement is satisfactory overall but has been good for individual year groups. In most recent years, pupils' progress has been satisfactory at Key Stage 3 and good at Key Stage 4; year-on-year improvement culminated in the best ever GCSE results in 2004 and which were significantly above the national average. However, this pattern was reversed in 2005. The school took decisive, effective action using a range of strategies so that the improvements in English, mathematics and science at Key Stage 3 were outstanding. For instance, the science results improved by 20%. However, standards at GCSE declined significantly and the proportion attaining five or more higher grades fell by 10%. This is partly explained by the poor performance in the first year of an applied information and communication technology (ICT) course that was not properly prepared. Pupils with learning difficulties make good progress and those with hearing difficulties make very good progress. There are no groups that consistently underachieve, but there is too much variation between subjects. Pupils make good progress regularly in mathematics, geography and art but in science the good Key

Stage 3 result was accompanied by unsatisfactory performance at GCSE level. The school sets challenging targets which are usually met.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils' spiritual, moral, social and cultural developments are good overall. Well-planned assemblies support these aspects of pupils' development well. A Year 10 assembly, for example, encouraged pupils to reflect on ways of supporting mental and spiritual challenge. All pupils study different religious beliefs and visit a variety of places of worship. A wide range of activities as part of the personal, social and health education course help further to broaden pupils' social, moral and cultural development. Most pupils enjoy their education. This is reflected in their positive attitudes and behaviour. Pupils are courteous; they move around the site in a sensible manner. The school's high expectations of behaviour are met. Pupils comment that the school is a friendly place and that they feel safe. Some pupils, however, think aspects of some teaching could be better. One commented: We would like to be more involved in lessons because we think it would motivate us more. Attendance is satisfactory. Pupils are aware of the need to adopt healthy lifestyles and the school council has been responsible for the introduction of some healthier products in the school canteen. There are ample opportunities for pupils to take responsibilities within the school and local community. They are fully involved in the democratic process to elect the school council, organise charitable events and take the opportunity to help and support others outside the school. Pupils are enabled to successfully develop their business and enterprise skills through a range of activities and work experience.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Pupils behave well and listen carefully but teachers miss opportunities to let them make decisions about their learning. In many lessons, teachers tend to talk to the whole class for too long and dominate discussion so that pupils cannot contribute as much as they might. There are some strong aspects of teaching. Teachers have an excellent knowledge of their subject and high expectations of pupils' behaviour, to which pupils respond well. In the best lessons they use a variety of teaching methods and carefully prepared resources that make pupils want to learn, even when they find the subject difficult. However, teachers' marking and assessment of pupils' work are inconsistent. Many exercise books are rarely marked but in mathematics, for example, teachers mark helpfully and make it clear to pupils how they can improve their grade. Assessment is better in Years 7, 8 and 9, where most pupils know how well they are doing and how they need to improve. This aspect was strengthened in 2004 to 2005 as part of the drive to raise standards in Key Stage 3 and partly explains the improvements. The school considers that teaching

and learning are good, but their self evaluation does not place sufficient emphasis on how effectively pupils learn.

Curriculum and other activities

Grade: 2

The curriculum provides well for the full range of pupils' needs. In all years, good support for pupils with hearing impairment and other learning difficulties enables them to make good progress. Good links with the local further education college provide a suitable alternative curriculum for disaffected pupils. For pupils in Years 10 and 11, a good choice of vocational and academic courses appeals to pupils' different interests and this has resulted in increased motivation and attendance. The school's specialist status as a mathematics and computing college has broadened opportunities for pupils to study ICT courses at different levels including vocational courses and an AS course for the most able. Additionally, all pupils receive a basic course in Key Stage 3 and consequently most make sound progress in acquiring ICT skills. Pupils appreciate the good preparation they receive for life after school, with good advice about future careers and opportunities for further study. The Personal, Social, Health and Citizenship course is well organised and provides pupils with good information about what constitutes a healthy lifestyle and provides good opportunities to contribute to the local community. Many pupils take advantage of good opportunities for sports activities after school but the timetabled provision for all pupils is less than the recommended time.

Care, guidance and support

Grade: 2

Pupils are cared for well and arrangements for safeguarding pupils are good. A strong pastoral system supports pupils' academic and personal progress and enables pupils to achieve well. This includes regular academic review sessions with form tutors and a comprehensive personal, social and health education programme. This was a weakness at the time of the previous inspection and the school has worked hard to secure these improvements. Citizenship and work-related learning courses enhance further the quality of provision in this respect. Careers guidance is effective in helping pupils choose appropriate courses both within and beyond the school. The school keeps accurate computerised records of pupils' and students' progress and these are used well on academic review days to set personal targets. Robust arrangements to promote pupils' health and safety are regularly reviewed and partnerships with other agencies are strong. Pupils feel they have someone to talk with should they feel the need to discuss personal matters. This includes 'listening prefects' in Year 11 as well as adults in the school. Care, guidance and support for pupils with learning difficulties and disabilities is very strong and contributes very well to the academic and personal progress these pupils make. The school has successfully invested in new technologies for hearing to ensure that all pupils in the hearing impairment unit have full access to the curriculum.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall while the school assesses itself to be good. The inspectors agree that there are several strengths, notably senior leadership and management procedures. However, there have been inconsistencies in the effectiveness of strategies to raise pupils' achievements and the quality of teaching. The headteacher's leadership is good and his dignified but firm style is valued by staff and parents alike and has engendered a strong, collective approach in the school. The school includes all pupils effectively as demonstrated by the good levels of care and the very good progress made by hearing impaired pupils. Some of the procedures devised by the school are a model of good practice. For instance, there is a strong emphasis on raising achievement and the process for tracking pupils' progress and identifying underachievement are exemplary. There are good links between senior managers and departments but the quality of middle management is more variable. The governing body has a good range of expertise and provides good critical, support to the school. In 2004 there was a dip in performance at Key Stage 3 and the best ever results at Key Stage 4. The emphasis given to Key Stage 3 in 2005 was therefore entirely correct, the wide range of carefully formulated strategies was very effective and results improved dramatically. However, in previous years, boys have made good progress as a result of an agreed school approach. The monitoring of teaching quality did not detect that these are not now being implemented consistently by teachers. The lack of focus on pupils' learning meant that the poor achievement in the new Applied ICT course was not identified at a sufficiently early stage. This contributed very significantly to the decline in overall results at GCSE in 2005. There are good arrangements for the continuing professional development of staff but the school is also at an early stage in sharing good practice in teaching. The school is well resourced, the accommodation is being enhanced and these are well used. The school developed a significant deficit budget which arose because of a lowering of the number of pupils entering the school and high staffing costs. The school was slow to respond to the trend but this is now satisfactorily addressed in partnership with the local authority.

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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?	2	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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?	2	NA
How well are learners cared for, guided and supported?	2	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	2	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	2	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	2	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

Thank you for your help when we inspected your school. We were able to talk to some of you in small groups but we met many others around the school and in classes. We were impressed by your behaviour and you were most courteous and polite. You told us that you feel safe in the school. There is much that your school does well. The level of care that is given to all pupils is good and particularly so for those of you with hearing difficulties or with learning difficulties. It is pleasing to note the good progress that these pupils make through the school. In 2004 the school obtained its best ever GCSE results and in 2005 the best ever Key Stage 3 results and pupils in these year groups also made good progress. The school is now seeking to obtain these good results more consistently.

You spoke well of your teachers but we agree with some of the comments that you made in the discussions with us that they should involve you more in lessons. As some of you said to us We think we would learn more that way. We are encouraging the school to check more routinely on what pupils are learning when they carry out their visits to classrooms and to use their assessments to ensure you receive the correct work.

It was a privilege to meet with you in your school. The headteacher and his staff and, not least yourselves, have contributed to successfully making visitors to your school feel welcome.

Best Wishes

Barry Jones, Lead Inspector