



Haven High Technology College

Inspection Report

Unique Reference Number 120660
Local Authority LINCOLNSHIRE
Inspection number 291819
Inspection dates 17–18 January 2007
Reporting inspector Martin Cragg HMI

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

Type of school	Comprehensive	Community College address	Marian Road Boston Lincolnshire PE21 9HB
School category	Community	Telephone number	01205 311979
Age range of pupils	11–16	Fax number	01205 362850
Gender of pupils	Mixed	Chair	Mr Simon Sperring
Number on roll (community College)	727	Headteacher	Mr Adrian Reed
Appropriate authority	The governing body		
Date of previous community College inspection	19 November 2001		

Age group 11–16	Inspection dates 17–18 January 2007	Inspection number 291819
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the community College

This is a smaller than average comprehensive college in a selective area where up to a third of pupils attend local grammar schools. It serves an area of Boston with high levels of deprivation. The proportions of pupils eligible for free school meals, with learning difficulties or disabilities or with a statement of special educational needs (SEN) are above the national average. An increasing number of pupils come from minority ethnic groups and more than one in ten pupils speak English as an additional language (EAL). A higher than average number of pupils move into the college each year. The college has had joint specialist technology status with a local grammar school since 2002. It is a full service extended school and is in a federation with a local primary school.

Key for inspection grades

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

Overall effectiveness of the community College

Grade: 2

The college provides a good education for its pupils, with some particular areas of strength. The college's evaluation of its work is good, drawing on regular and rigorous reviews which are soundly based on the analysis of pupils' performance. Inspectors agree with the college's judgement of its work. The headteacher, governors and senior staff set a very clear direction for the college, and future development is thoroughly planned according to an agreed vision. All staff share the vision established for the college. The strategies developed to improve pupils' attainment have been successful and achievement is good. Standards are rising and, by the end of Year 11, progress is good. As yet, progress to the end of Year 9 is slower and standards remain below average, particularly in English and science. The college works hard to provide for pupils with a very wide range of needs and ensures that they make good progress.

Pupils generally behave well and understand the need to adopt healthy and safe lifestyles. However, although attendance has improved as a result of a strong focus by college staff, it is still too low to ensure continuity of learning for some pupils. Pupils' views are successfully taken into account, particularly through the College Council and questionnaire responses. Teaching and learning are good overall. Generally, pupils are challenged and enjoy their lessons. However, there is some inconsistency in teachers' planning to develop pupils' literacy skills and in the use of marking to help pupils improve their work. The curriculum offered to Years 10 and 11 is broad and caters very well for a wide range of needs. There are good opportunities for pupils to take part in additional activities and a very good programme to support study out of lesson times. Technology specialist status has expanded the college's facilities, particularly in information and communication technology (ICT), and has raised expectations generally. The use of non-teachers in pastoral support roles enables rapid response to pupils' problems. However, as yet, tutor time is not used consistently enough to ensure that pupils are ready to make the most of their lessons.

There is increasingly good liaison with primary schools, greatly assisted by the recent federation with a local school. The college has outstanding partnerships with a range of other schools, organisations and agencies which successfully promote the well-being and achievement of pupils. In particular, the provision of extended school services on site is already improving the accessibility and responsiveness of support to pupils and families from other professionals. Senior leadership of the college is very good. Senior staff and subject leaders have good systems for evaluating performance in their areas of responsibility and know their strengths and weaknesses. The college has made good progress on most of the issues from its last inspection and substantial improvement recently so that it provides good value for money. There is good capacity to improve further.

What the community College should do to improve further

- Improve standards and rates of progress at Key Stage 3, particularly in English and science.

- Ensure that all teachers plan lessons carefully to develop pupils' literacy skills and use assessment effectively to help pupils improve their work.
- Further improve attendance rates to ensure better continuity in pupils' learning.
- Make more effective use of tutor time to prepare pupils for their lessons.

Achievement and standards

Grade: 2

Pupils' achievement is good. They enter the college with attainment which is below average, especially in English. Around one third of pupils join the college after the beginning of Year 7, many with little or no English. By the end of Year 9, pupils achieve standards which are below average, particularly in English and science, but are improving in line with the rate seen nationally. By the end of Year 11 pupils achieve standards which are below average overall but broadly average for the proportion achieving five or more GCSE passes and at least one GCSE pass. These results have improved significantly in the last two years. Pupils make satisfactory progress by the end of Year 9 and good progress by the end of Year 11. Pupils with learning difficulties or disabilities also make good progress. Those for whom English is an additional language make progress at least in line with expectations and often better. Pupils are set challenging targets and most achieve or exceed them.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Most have positive attitudes, enjoy college and feel valued. Pupils agree that bullying is taken seriously and followed up promptly, and say that they feel safe. Behaviour is generally good in lessons and around the college. However, a small minority of pupils disrupt the learning of others in a few lessons where teaching is less effective. The college has worked hard to improve attendance, which is now satisfactory, but this remains a priority in order to ensure continuity in pupils' learning. Pupils are well aware of the importance of adopting healthy lifestyles, including their choice of food at lunchtime. Pupils acquire a good understanding of moral and ethical issues across subjects and in assemblies. Spiritual development, a weakness at the time of the previous inspection, is now satisfactory. It is very well developed through assemblies, but the 'Thought for the Day' programme is not consistently implemented in tutor time. The cultural backgrounds of groups of pupils are suitably celebrated through festivals and displays. There is a good level of awareness of the needs of others through recent projects to help children in Africa and improve the grounds of a local residential home. The college effectively takes account of pupils' views, with improvements made to the dining room and toilets following suggestions from the College Council and questionnaires. Pupils develop satisfactory skills to help them prepare for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have a good knowledge of their subjects and relationships with pupils are strong. Most lessons are planned thoroughly, set a challenging pace and use skilful questioning to involve pupils fully in their learning. Interesting resources, including new technologies, are used effectively and work is well matched to pupils' abilities. Teaching assistants provide effective support to pupils with specific needs. As a result, pupils of all abilities enjoy their learning and participate enthusiastically, although teachers' planning does not always give enough attention to developing pupils' literacy. In a few less successful lessons, the main activity is too long or is unstructured so that some pupils find it difficult to maintain their concentration or find the tasks too challenging. Assessment is often used well in lessons, providing a very clear understanding of what pupils need to do to improve. The quality of marking, however, is inconsistent; while much is very good, some comments are not clear enough to ensure that pupils know precisely how to achieve their targets.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. Statutory requirements are fulfilled and the curriculum is responsive to pupils' needs. The Key Stage 4 curriculum, a weakness at the time of the last inspection, now provides pupils with a good range of choices and is highly valued by them. The addition of salon services and motor vehicle courses has extended the good range of vocational provision on site. Disaffected pupils receive appropriate learning opportunities, including literacy and numeracy qualifications. There is a successful work experience programme in Year 10 which prepares pupils well for their future working lives. As yet, the successful curriculum strategies in Key Stage 4 have not been applied to the curriculum in Key Stage 3, where pupils' progress is satisfactory. Technology college status is having a positive effect in improving facilities and raising expectations. In addition, the Haven Online ICT centre has helped the college to cater for the learning needs of parents and the community. The range of visits and special events enrich the curriculum well. There is a very good programme of study support outside lessons. A variety of extra-curricular activities provide for a wide range of interests, making a good contribution to the pupils' enjoyment of learning and to their personal development. Music is a particularly strong area, with pupils able to access free instrumental tuition.

Care, guidance and support

Grade: 2

The college provides good care, guidance and support, with some outstanding features. Vulnerable pupils are monitored carefully. Liaison between the college and outside

agencies is highly effective and there is some excellent provision to support pupils and families, such as the Child and Family Counsellor. The location of multi-agency services on-site has enabled rapid and very effective response to pupils' problems. The non-teaching pastoral team follow up concerns regarding behaviour and attendance quickly and effectively. Good systems are in place for tracking pupils' progress and identifying those who are underachieving, as well as those who are doing well. Success is celebrated in the college and shared promptly with families. Tutor time, however, is used inconsistently to ensure that pupils are ready for their lessons. Child protection procedures are clear and robust. There is good support for pupils with learning difficulties. Pupils at an early stage of learning English are well supported both in small groups for specific tuition and in class. Learning mentors provide effective support for targeted pupils. The college keeps parents and carers regularly informed about their child's progress and pupils are knowledgeable about their future options.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and senior staff have a clear vision for the college and provide very good strategic direction, which is demonstrated in the improvements made in recent years. The monitoring of progress and evaluation of performance by senior staff and subject leaders is thorough and accurate. Appropriate areas for improvement are identified and prompt action taken to respond to weaknesses. The college has implemented innovative and effective approaches in the curriculum and pastoral system, improving pupils' achievement, particularly at Key Stage 4. As yet there has been slower improvement at Key Stage 3. Senior leaders have a very accurate picture of strengths and weaknesses in teaching and learning and have implemented effective strategies to continue improving its quality. However, there are inconsistencies in teachers' planning and marking which require further action. The leadership and management of subjects are good. The care and guidance systems are managed well. There is good provision for pupils with a wide range of specific needs. Teaching and other staff are allocated efficiently and used constructively in suitable roles. There are outstanding partnerships with a wide range of schools, organisations and services with the result that resources are very well managed and facilities constantly improve. Governors are closely involved with the work of the college and have good systems for holding staff to account. The college has made consistent progress in most of the areas identified in its last inspection, especially in the curriculum offered to Years 10 and 11 and in provision for ICT, and has good capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	Community College Overall
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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?	2
How well does the community College work in partnership with others to promote learners' well-being?	1
The effectiveness of the community College's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this community College require special measures?	No
Does this community College require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

19 January 2007

Dear Pupils

Haven High Technology College, Marian Road, Boston, Lincolnshire, PE21 9HB

As you know, your college was recently inspected and this letter is to tell you about the results of the inspection. First, I would like to thank you all, on behalf of the inspection team, for your cooperation during our visit. We greatly appreciated your comments and enjoyed meeting with some of you to discuss your views.

The inspection found that your college offers a good education. Results have improved in most areas recently, particularly at Key Stage 4, and most pupils make good progress by the end of Year 11. Generally, you behave well in lessons and around the college. In most of the lessons we saw, pupils had good attitudes to learning. In discussions, you told us that any bullying is dealt with promptly and that you are confident that staff will deal with your problems. Teaching is usually good and you are helped to improve your work. You have a wide range of courses to choose from in Year 10, with good vocational options. There is a very good programme of study support. Your progress is carefully tracked and any concerns are quickly shared with home. The introduction of a range of professional support on the college site has provided rapid help to you and your families where there are particular problems.

There are some aspects of the college's work that need to improve further. Although you make good progress by the end of Year 11, you need to make better progress in Key Stage 3, especially in English and science. All your teachers need to plan lessons to build up your literacy skills and use assessment more effectively to help you improve your work. Attendance is improving but it still needs to be better and your learning will only improve if you are in college. In tutor time, you need to be helped to get ready for lessons and learning.

We are confident that the college will continue to improve and wish you well in the future.

Yours sincerely

Martin Cragg

Her Majesty's Inspector