

# Hartshill School

## Inspection report

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<b>Unique Reference Number</b>	125766
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	298588
<b>Inspection dates</b>	4–5 October 2007
<b>Reporting inspector</b>	David Jones HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	1009
<b>Appropriate authority</b>	Interim executive
<b>Chair</b>	C Smart board
<b>Headteacher</b>	Wendy Tomes
<b>Date of previous school inspection</b>	12 July 2006
<b>School address</b>	Church Road Hartshill Nuneaton CV10 0NA
<b>Telephone number</b>	024 76392237
<b>Fax number</b>	024 76394641

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## Introduction

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

## Description of the school

Of average size, the proportion of girls and boys in each year group varies annually. The area displays a normal range of social and economic features. The proportion of pupils from minority ethnic groups is very low. Attainment on entry is average and the proportion of pupils with learning difficulties and/or disabilities or with a statement of special educational needs is average. The proportion of pupils known to be eligible for free school meals is average.

At the previous inspection in July 2006 the school was issued with a Notice to Improve because significant improvement was required in relation to standards of achievement, the quality of teaching and learning, and, the effectiveness of subject leadership, target setting and planning. The school was monitored by HMI in March 2007 at that time it was found to be making outstanding progress in addressing these issues.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The quality of education provided is satisfactory with a number of good features. The school has made very good progress in addressing the issues that resulted in the Notice to Improve judgement given in the previous report; its capacity to improve further is good. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Standards of attainment remain inadequate at age 14 and 16, although achievement is now satisfactory overall. There was no discernable difference between the progress made by those from different ethnic backgrounds, pupils with learning difficulties and/or disabilities and their peers. The school's monitoring of pupils' progress is robust and provides clear evidence of the impact of the improvements in teaching and learning evident since the last HMI monitoring visit.

The care, guidance and support provided for the pupils are good, and their personal development is good as a result. Pupils enjoy their education and behaviour is good, both in class and around the school. Attendance has improved significantly and is in line with the national average. The curriculum is good, as is the range of extra-curricular opportunities provided. The pupils are guided towards healthy lifestyles by effective physical education provision and access to good quality school meals. The school has achieved Healthy School status and the Sportsmark in recognition of its good work in these areas.

Leadership and management are good. A very effective headteacher was appointed in September 2006 and the leadership of the school has been reorganised in the last academic year.

Self-evaluation is good and senior staff have a realistic view of the school's strengths and weaknesses. The interim executive board (IEB) and the partnership with a local high performing secondary school have provided very effective support towards the transformation of the school.

Inspectors noted a potential hazard caused by rainwater damage in the science laboratories and the preparation rooms.

### What the school should do to improve further

- Take steps to address the health and safety concerns related to the preparation and storage of chemicals and the physical deterioration of the science laboratories.
- Ensure that the improvements achieved in the last academic year have a positive impact on standards and achievement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

The unvalidated outcomes of the 2007 Key Stage 3 national tests record some improvement but remain below local and national averages. Standards at Key Stage 4 have also improved, although these also remain below the county and national figures. However, the pupils' progress, as measured by the average points scored at GCSE, improved appreciably.

The percentage of pupils obtaining 5A\* to C grades at GCSE is close to the national average. However, the proportion who obtained five higher grades at GCSE that included English and mathematics remains well below average. Examination results improved significantly in art and design, catering, citizenship, English literature, modern foreign languages, history, music, and science.

## **Personal development and well-being**

### **Grade: 2**

The pupils' spiritual, moral, social and cultural understanding is good. Pupils comment that they are more considerate and reflective because of higher expectations of them by the school staff. Behaviour is good and most parents appreciate the improvement this has made to lessons. Attitudes towards learning are good. Attendance is average and punctuality has improved because school procedures are now rigorous. Despite the best efforts of the school, a small number of recalcitrant parents do not ensure their child's regular attendance. Pupils increasingly enjoy their education and value the hard work staff undertake to make lessons interesting. Pupils know how to achieve their targets and are proud to be involved in extending their own learning.

Understanding of healthy lifestyles has increased recently because of improved opportunities for pupils to keep fit through sport and the provision of healthy food options. Pupils contribute well to the school and wider community. They feel their voice is considered and that they are involved in school improvement. The pupils feel safe in school and speak highly of improvements in relationships brought about by the management and staff. An improved vocational and academic curriculum choice prepares pupils of all abilities appropriately for their future education and working life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning have continued to improve since the last inspection and are good. Effective monitoring and evaluation by senior and middle leaders, and the appointment of new staff, have improved the focus on learning. The quality of teaching and learning was most effective and consistent in science.

Most lessons are characterised by clear learning objectives that include well planned, challenging activities derived from appropriate resources. Teachers' questioning skills are good and pupils are often challenged to explain and expand their answers. There is a consistent focus on the use of subject specific vocabulary to encourage accuracy of response. The development of well argued responses that explore and express concepts are a feature of outstanding lessons. Lessons start well and make good use of National Curriculum or examination criteria to enhance the challenge provided. Teachers demonstrate good subject knowledge, enjoy good relationships with pupils and have high expectations of behaviour. Pupils enjoy their learning.

In lessons where pupils are not achieving well, activities are insufficiently varied to match the pupils' learning needs. As a result, pupils are passive and not fully involved in their learning. In a small minority of lessons there is insufficient challenge for the more able, or the lesson fails to use all the time available. Consequently, some pupils lose interest and focus.

## **Curriculum and other activities**

### **Grade: 2**

The school provides its pupils with a rich and varied curriculum. All pupils in Years 7 to 11 have access to a stimulating curriculum that meets their academic and personal needs effectively. In Years 10 and 11 there is a good balance between academic and vocational courses and pupils are appreciative of the efforts made by the school to try to accommodate their individual choice of GCSE and vocational courses. A popular recent innovation is the introduction of after school courses, primarily intended for Key Stage 4 pupils, although significant numbers of Year 9 pupils have asked to attend. These courses broaden the range of GCSE subjects available and provide effectively for higher attaining pupils. The school offers a wide range of well-attended extra-curricular activities and sports. Outside agencies, such as the police, are invited into the school to widen pupils' awareness of important health and safety issues. Pupils also have several opportunities to develop enterprise, financial and team working skills through activities such as the Business Challenge Day, Enterprise Day and work experience placements. Visits to local colleges, enterprise schemes and the Duke of Edinburgh Award scheme help to broaden pupils' horizons and raise aspirations.

## **Care, guidance and support**

### **Grade: 2**

Arrangements for safeguarding are secure. Those pupils with potential problems are identified swiftly and measures to support them are implemented effectively, often using good links with the school's partners. Exclusions and incidences of class disruption needing the attention of senior staff have fallen significantly because pupils have an effective pastoral support system. Safety issues, such as those noted in science accommodation, are identified properly

Academic guidance is good. Teachers generally make good use of assessment information and marking to track pupils' progress, although the school has identified some inconsistencies. Pupils are encouraged to assess their own and other pupils' work. All pupils have targets set across the subject range and a reliable system is now in place to monitor their progress. Pupils are aware of their levels or target grades and the majority of them know what they must do to improve their work.

## **Leadership and management**

### **Grade: 2**

The impact of the careful monitoring and evaluation of provision is evident in the steady improvement in the quality of teaching and the positive attitudes to learning displayed by the pupils. The focus of senior leaders and governors on securing the best possible education and personal development for the pupils is outstanding; every child does matter in this school.

Self-evaluation is good with careful analysis developed from robust evidence. The headteacher and governors have rebuilt the senior management team in order to facilitate the progress sought in the school development plan.

The leadership and management of the provision for pupils with learning difficulties and disabilities are good. Senior managers direct improvement and promote the well-being of learners through high quality care, guidance and support.

The governance of the school is outstanding. The IEB has taken effective action to support the improvement of provision required. A shadow governing body has increasingly assumed key responsibilities delegated by the IEB and plans are in place for the governors to take full responsibility for the school early in November 2007. Resource management is good and the school runs smoothly on a day-to-day basis. Financial management is good and the school meets the new financial standards for secondary schools.

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## Inspection judgements

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

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

8 October 2007

Dear Pupils

Inspection of Hartshill School, Nuneaton CV10 0NA

Thank you for contributing to the inspection. It was good to meet you during our recent visit.

The school is providing you with a satisfactory education that has a number of strengths. We were impressed by the range of curriculum opportunities available, the extension lessons provided at the end of the school day and particularly by your manners. Behaviour around the school site is good and we were pleased with the way you bring problems to the attention of senior staff. We were particularly impressed by the way you enjoy lessons that challenge and involve you in your own learning. The skills we saw demonstrated in science, English, art and physical education lessons were impressive.

Many of your parents commented about the improvements they have noted in the last year and you were very positive about the way staff support and challenge you in lessons. The combination of good teaching and your increasingly positive attitudes to learning has helped you achieve appropriately but you need to translate this into good examination results. The headteacher will explain how the school intends to help you move forward. I have asked the governors to seek support for the refurbishment of the science facilities.

I look forward to hearing about your future successes.

Yours sincerely

David Jones Her Majesty's Inspector

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*David Jones*

Her Majesty's Inspector