

# The Neville Lovett Community School and Continuing Education Centre

## Inspection report

---

<b>Unique Reference Number</b>	116467
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326404
<b>Inspection dates</b>	17–18 September 2008
<b>Reporting inspector</b>	Stephen Long HMI

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

---

<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 (total)	808
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elizabeth Webb
<b>Headteacher</b>	Mrs Julie Taylor
<b>Date of previous school inspection</b>	19 October 2005
<b>School address</b>	St Anne's Grove Fareham PO14 1JJ
<b>Telephone number</b>	01329 318003
<b>Fax number</b>	01329 284007

---

<b>Age group</b>	11–16
<b>Inspection dates</b>	17–18 September 2008
<b>Inspection number</b>	326404

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

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

## Description of the school

The school is smaller than most secondary schools and has specialist status for mathematics and computing and a specialist resource for hearing impaired pupils. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is above average although numbers have fallen in recent years. Besides the 12 hearing impaired students currently on roll there are groups with behavioural and emotional difficulties and with moderate learning difficulties. The majority of students are White British. The school has extended adult and community provision on site. The Fareham Opportunity Group provides pre-school education and care for 3–5 year olds. It is not managed by the school and its provision is reported separately. The Sure Start Merryfields Children's Centre is managed by the school and provides support and guidance for parents. The headteacher joined the school a year ago.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The Neville Lovett Community School provides a satisfactory standard of education. Improvement since the last inspection has been satisfactory. Strengths in students' personal development have been sustained as have academic standards, although with some fluctuations. From average starting points students make satisfactory progress and reach standards in line with those seen nationally. There are variations in achievement in different subjects, most evident at GCSE level although these are beginning to lessen. Progress toward targets associated with the school's specialist status has been variable. Standards achieved in mathematics and information and communications technology (ICT) have fallen short of the challenging targets set in the past. However, achievement is improving most notably in ICT, where targets were met this year, and progress is also improving in mathematics.

Most students enjoy school. Their personal development is good because of the good care and support they receive from a staff who know them well. The school has a pleasant atmosphere and the majority of students contribute positively to it as a community. Parents and carers are largely supportive of the work of the school.

Teaching and the curriculum are satisfactory but have a balance of strengths and weaknesses. Although some lessons are effective in meeting the needs of all students, this is not always the case because teachers do not consistently use the information they have about students' attainment when planning lessons. The curriculum supports satisfactory achievement but is not systematically adapted in relation to the needs of different groups of students. Where the school focuses closely on the needs of students, achievement is better, as seen with the hearing impaired students who make better progress than that seen nationally. The academic guidance offered to students has strengths in relation to careers and options, where they are well informed, but is less effective in relation to improving their work to meet their targets. While some teachers mark well, give good feedback and involve students thoroughly in deciding what to do to improve, others do not.

On joining the school, the headteacher set about hastening the pace of improvement. Senior leadership was strengthened, including by making new appointments. Line management of subjects and expectations of subject leaders were clarified and all leaders and managers were made aware of, and accountable for, reaching the school's challenging targets. Steps were instigated to improve the quality of teaching and the curriculum through an agreed set of strategies. The implementation and monitoring of these, while gaining momentum, are inconsistent in different subjects. Targets in the school's development plan and those for individual subjects are appropriate but some are not clear enough to enable progress toward them to be measured. The school is effective in developing community cohesion, giving students a good understanding of their local community and of national and international dimensions and makes good use of the extended on-site provision. The school works well with a range of partners to support the education and care of students including through good use of some of its specialist funding.

### What the school should do to improve further

- Ensure lessons are well planned so they consistently challenge and motivate all students to achieve their full potential.
- Improve students' understanding of how to improve their work to meet their targets.

- Evaluate and develop the curriculum more systematically to ensure all students' needs are fully met.
- Implement the school's priorities for development more consistently and ensure that progress is rigorously reviewed by all leaders against measurable targets.

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**

Students reach broadly average standards in national assessment tests in English, mathematics and science by the end of Year 9. There have been some fluctuations from year to year and variation in the progress made in each subject. In Years 10 and 11, progress continues to be satisfactory and standards, as measured in GCSE examinations and in vocational courses are in line with those seen nationally. The variations in achievement in different subjects have been a persistent feature of the school. Actions to bring about improvement, in particular through early identification and tackling of any underachievement, are beginning to have an impact although there remains further to go to ensure progress is more even. Students' literacy skills are an area of relative weakness when they join the school and this hinders their later achievement. Students with learning difficulties and/or disabilities make satisfactory progress, and the hearing impaired students make good progress as a result of the effective support they receive.

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

### **Grade: 2**

Most students' attitudes and behaviour around the school and in lessons are good. They respond well in lessons when encouraged to discuss their work with others, where the positive relationships between them and their good social skills, stand them in good stead. They are enthusiastic about extra-curricular activities including clubs and drama productions. Their spiritual and cultural development is good and they are respectful of a range of cultures and faiths. Good moral development is exemplified by Year 8 students' insight when discussing the difference between aggressive and assertive behaviour. Such discussions also show good awareness of how to stay safe. The students understand well the need to eat healthily and take regular exercise, as reflected in the school's Healthy School Award. Students make a valuable contribution to the school community, for example acting as junior leaders in the prefect and house system, and Year 11 students are positive role models. Students contribute well to the wider community via charity fund raising events of which some, such as 'recycled teenagers', show their good level of environmental awareness. Careers guidance, work experience and college placements ensure students are satisfactorily prepared for the next steps in education and work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Most lessons have a positive atmosphere because of students' good attitudes to learning and their good relationships with staff. The school has worked hard to improve the information

available to teachers about students' attainment, targets and progress. Targets are now challenging and some teachers use this information well, so that lessons meet students' differing needs through challenging activities; however, this is not always so. Some lessons see most students completing the same tasks rather than work which helps them to make the individual progress they should, and this leads to some inattention. Teachers do not always check progress during lessons or involve the students enough in assessing their own progress and deciding how to move on. The improved assessment information helps track and tackle long-term underachievement. It is leading to more even progress between subjects, although inconsistencies remain due to the varying rigour with which assessment is carried out in different subjects.

Provision for students with learning difficulties and/or disabilities is satisfactory overall. However, provision for hearing impaired students, who learn alongside their peers, is good because the school is closely focused on them as a group. The effective coordinator and his team know their needs well and share them with teachers so they adapt lessons and make good use of learning support assistants.

## **Curriculum and other activities**

### **Grade: 3**

The Year 7 curriculum has been sensibly adapted, in line with national developments and the school's analysis, to focus on developing thinking skills. Year 10 and 11 students have satisfactory opportunities to make subject choices matching their interests. For example, a small number take vocational courses, which help engage and motivate them. However, the curriculum does not meet the academic needs of students of differing abilities as well as it might. Schemes of work and short-term plans in different subjects vary in the extent to which they support different groups. The school has rightly begun to focus on areas of overall need such as literacy. However there remains further to go in personalising the curriculum. Specialist status has enabled significant improvements to ICT resources and to students' confidence in using them, although the impact of ICT in different subjects varies. Enrichment and extra-curricular activities are a strength, including for gifted and talented students. These, alongside well-planned provision for personal, social and health education, support students' good personal development. Community cohesion is developed well, particularly with the local community. For example, students support primary pupils in mathematics master-classes and adult education is a strong local focus. The curriculum gives students good opportunities to develop global and multi-cultural understanding.

## **Care, guidance and support**

### **Grade: 3**

Students' needs are well known and there are good systems for supporting and guiding their personal development. They feel well looked after and are confident in talking to adults when they need help. A new mixed age tutor system has helped Year 7 students settle in well. Older students mainly welcome this, but some parents would like better information about such changes. Provision for vulnerable students and those with specific needs is good. Students with behavioural and emotional difficulties receive effective support. The school provides well for those at-risk of exclusion or who attend poorly so that attendance has improved to the national average and exclusions, previously high among boys, have fallen. Good use is made of outside agencies to support students. Requirements for safeguarding students and ensuring their welfare are met. Academic guidance is satisfactory. Some students know how well they

are doing and how to improve because they get good verbal and written feedback from teachers. However, others do not because practice varies between teachers. Careers and options guidance is good and involves well-planned work with outside agencies and other educational institutions so that most students go on to further study or work.

## Leadership and management

### Grade: 3

The senior leadership team is a cohesive unit under the headteacher's energetic and determined leadership. Although some are new in post, they share and develop their vision for school improvement increasingly well with colleagues at all levels and offer satisfactory capacity to improve the school further. Monitoring and evaluation by senior leaders are satisfactory and give them a sound understanding of what needs to be improved. The school development plan and those for individual subjects cite suitable aspirations for students' achievement and personal development. However, some of these are not precise or measurable enough for staff to know when they have been met. Resources are used increasingly well and a deficit budget has been reversed by ensuring all actions are costed to achieve value for money. The quality of middle leadership is inconsistent. Rightly, the newly created role of house leaders focuses on learning alongside personal development and care. Subject leaders are variable in their capacity to monitor the quality of provision and to implement consistently the procedures to bring about improvement and to check the impact made. Staff development is well-planned to improve the impact of those in leadership roles as well as in areas such as the quality of teaching. The headteacher takes a robust approach where performance remains inadequate.

Governors are committed to supporting and monitoring the school. Nevertheless, while they challenge where they have concerns, they do not refer independently to a wide enough range of measurable evidence when judging the school's effectiveness.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



**Annex A**

## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	3

### Achievement and standards

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

---

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

02 October 2008

Dear Students

Inspection of The Neville Lovett Community School and Continuing Education  
Centre, Fareham, PO14 1JJ

This letter is to explain the outcome of the recent inspection and to thank the many of you who took the time to talk to us when my colleagues and I were in the school. Below is a summary of what we found but do have a look at the full report as well.

- The school gives you a satisfactory standard of education.
- The headteacher and the staff have a clear understanding of what to do to improve the school and are working well together to bring this about.
- You told us that you feel well cared for and that you enjoy school.
- Most of you behave well, have good attitudes to learning and want to contribute positively to the school and its community. Where you can take on extra responsibilities most of you are keen to do this.
- The school does a good job in helping you live healthy and safe lives so that you understand the need to eat good food and take regular exercise.
- You achieve the standards expected of you in your work although there are some variations in how you get on in different subjects.
- Teaching is satisfactory but not all lessons challenge and motivate all of you and the staff are working on improving this.
- Most of you know what your targets are in each subject but not always what to do to reach them. This is because marking is not always useful and because you are not involved enough in deciding how to improve your work.

We have asked the headteacher to include the following in her development plans:

- to make sure the work you do in lessons is matched to your abilities and enables you to meet your targets.
- to check that you understand how to improve your work and you can help with this by taking responsibility for thinking about what you could do better.
- to check that the curriculum meets all of your needs equally well.
- to ensure that the staff all approach their work in the same way so that what you get is consistently good in all subjects and that they check carefully the difference being made to your learning.

Thank you again for your help and good luck in the future.

Yours sincerely

Stephen Long

Her Majesty's Inspector