

Hamble Community Sports College

Inspection report

Unique Reference Number	116413
Local Authority	Hampshire
Inspection number	338812
Inspection dates	25–26 May 2010
Reporting inspector	Brian Evans

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1013
Appropriate authority	The governing body
Chair	Mr G Camfield
Headteacher	Ian Knights
Date of previous school inspection	25 April 2007
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Introduction

This inspection was carried out by five additional inspectors. The inspectors saw 48 lessons and parts of lessons and observed 47 teachers at least once. Meetings took place with the Chair of the Governing Body, staff, groups of students and a parent. The inspection team observed the college's work and looked at documentation which included the college development plan, assessment information, safeguarding documentation, curricular planning and samples of students' work in lessons. Inspectors analysed the results of 27 questionnaires completed by parents and carers and took account of the views expressed in student questionnaires.

The inspection team reviewed many aspects of the college's work. It looked in detail at the following:

- whether the college has been successful in continuing to raise achievement after the dip in attainment and learning and progress in 2007–8
- the success of strategies to improve behaviour and ethos through reorganising pastoral groups into four communities with mentors and vertical tutor groups
- whether the quality of teaching and assessment for learning is challenging students of all levels of attainment, and
- the impact on learning and progress of the leadership programme for middle leaders.

Information about the school

Hamble Community Sports College is an average-sized comprehensive college. It serves an area of Hampshire, but also draws students from the city of Southampton. The proportion of students from minority ethnic backgrounds is small and few speak English as an additional language. The percentage of students with special educational needs and/or disabilities is above the national average. The college was awarded sports college specialist status in 2002 and then later was redesignated as a sports college and as a specialist college for vocational learning. An extensive new 14–19 building will open in September 2010 on the college site. The college will work very closely with a number of local colleges to develop a wide range of vocational courses as part of the Eastleigh Consortium. The college has recently been awarded the Healthy Schools Award in December 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

A high proportion of students enter the college with low literacy skills. From a poor GCSE year in 2008, the proportion of students achieving the higher GCSE grades including mathematics and English improved in 2009. This year there has been further improvement in attainment. Fifty per cent of Year 11 students have already achieved English A*–C grades in November 2009 and GCSE results in other subjects, for example, maths, statistics and modular entries for science, show that college attainment is now broadly average. Students make satisfactory progress overall and an increasing number are making good progress. The college has invested in new technology which helps teachers track individual student progress. This data enables the college to focus on appropriate intervention strategies for the learning of individual students and for groups of students. The gap in achievement between girls and boys is narrowing. The college's specialism in sports and physical education is a very great strength and helps to build students' self-esteem through its emphasis on student leadership across the curriculum. An increasing number of students make a positive contribution to the college through participation as councillors, sports and curriculum leaders. The development of vocational and technology courses is good and will be further supported by the impressive new 14–19 building.

Attendance is good because there is rigorous follow-up of absence. Support and professional development for middle managers are well planned and the staff questionnaire responses show that nearly all staff are proud to be working in the college. The governing body is fully involved in strategic development and challenges the college well on achievement. The senior leadership team is successfully tackling weaknesses, especially teaching, and outcomes are improving strongly. Experienced leadership from the headteacher and his senior team, backed up by some very able middle managers and an effective equal opportunities policy, underpin the college's good capacity for sustained improvement. The quality of teaching varies from outstanding to inadequate. Assessment data are not used consistently by teachers to plan work which challenges and meets the needs of students. There is good practice. For example, in a Year 9 geography lesson on Brazil individual students knew their targets and their books were marked well with clear informative comments. This is not generally so in the majority of satisfactory lessons and so students do not always know what they have to do to improve their work.

Behaviour is good and has improved through the restructuring of the students into four communities. Mentors and mixed-age tutor groups have enabled older and younger students to be more at ease with each other. Students feel safe in college. Care, guidance and support are good. Most students feel that the good curriculum has

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relevant messages for them in terms of their spiritual, moral, social and cultural development skills. There is a good awareness of what constitutes a healthy lifestyle. The very low returns for parents' questionnaires highlight the need for the college to implement quickly its priority for reaching out to parents more effectively. Partnerships with a range of external agencies and the local community are good.

What does the school need to do to improve further?

- Remove inconsistencies in the quality of teaching and assessment so that all teachers:
 - use assessment data in planning lessons to meet the variety of students' needs and so provide them with more challenging targets
 - consistently apply the college's systems and processes so that they use high-quality feedback and guidance evident in the best lessons to help students know what they need to do to improve (by September 2011).
- Improve partnership with parents (by December 2011).

Outcomes for individuals and groups of pupils**3**

In the majority of lessons observed, students made satisfactory progress and enjoyed their learning. In an outstanding and lively Year 10 English poetry lesson, the teacher's initial challenging questioning set up very animated discussions in small groups of three or four students. The poems studied dealt with many issues including race and class. All students experienced very effective learning through their very high levels of concentration and interest. Overall, however, the quality of learning and progress is satisfactory but not better because there is significant inconsistency in the quality of teaching. Students who have special educational needs and/or disabilities make at least satisfactory progress in their learning because of the good support they receive from teachers and learning support assistants working alongside them. Documentary and lesson observation evidence shows that there is occasionally low-level disruption in a few lessons, when students lose interest because they feel the tasks set are not pitched at the right level for them. Staff work very closely with a wide range of external agencies to meet the needs of the most vulnerable students. Students develop confidence in the use of information and communication technology and use it effectively in their learning. Since 2008 attainment and progress are improving, particularly in English, science and more recently in mathematics. Transferable skills, including literacy and numeracy, for learning and life are promoted satisfactorily through the good, innovative curriculum.

Students in all years respond to opportunities to take responsibility. There are a large number of projects linked to the Olympic Get Set Project which include an extensive school leadership programme. In addition, a group of 15 students work closely and effectively in partnership with the local Rotary Club to link up with a secondary school in Natal, South Africa. They raise funds so that South African students can visit the college. Bullying and racism issues occur infrequently, but students believe they are dealt with

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seriously. Inspectors generally observed good-natured behaviour in and around the college with no threat to students' safety.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Inspectors agree with the college's evaluation that teaching is satisfactory, although there is evidence of steady improvement in learning and progress. There are a number of weak areas in most subjects and this variation reflects the inconsistency in the quality of teaching. In the best practice teachers are adept at using probing questions to check students' understanding and help them to 'think wider'. This brings out the very best in the students and they make rapid progress. Students are encouraged to develop skills in evaluating their own work and that of others, and to hone their independent learning and collaborative working skills. Where teaching does not reach this high standard, students are less engaged and their attention deteriorates. In less effective lessons teachers do not provide enough feedback to inform students about their progress and develop their learning.

There is a rich and impressive range of courses on offer for students in all years which

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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matches their interests and needs. There is a very strong curriculum focus on employability skills and this is raising achievement across all groups of students. Link courses with local colleges and BTEC courses in school are an integral part of the framework of choice. As a result, almost all Year 11 students remained in some form of education after they left school in 2009 □ a clear indication that the school ensures that they continue to see the value of education. Students with special educational needs and/or disabilities benefit greatly from flexible learning programmes and links with other schools. A very wide range of extra-curricular activities and clubs in sports, art and drama is well supported. The school competes very successfully in competitions locally and won the □'Rock Challenge' event based on a variety of arts inspired by cultures from around the world. Strengths include the Creative Partnerships Project, Junior Sports Leaders Awards, and sports outreach with all schools in the Eastleigh Consortium and in the wider community as part of Sports College status. The college takes a lead in the 2012 Olympic International Inspiration Project which is supported by UNICEF and the British Council. This project enables students to develop further international links. Vulnerable students receive effective support. Transition arrangements across all phases are good. Students receive good guidance on future courses and on matters relating to personal health and safety.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior leadership team work together well and have a clear view of strengths and weaknesses and the need for sustained improvement, especially in managing teaching and learning. They embed ambition and drive improvement well, as shown by setting out a rigorous staff development programme throughout the year based on a well-thought-out school improvement plan. The school tackles discrimination well, as shown by the narrowing gender gap, and is good at creating, and then forging, effective partnerships with colleges, local business and public services and local authority support services. Multi-agency work is strong and effective. These partnerships have been particularly effective in helping the school develop the vocational element of the curriculum. Monitoring of teaching is regular and generally accurate, but inconsistencies remain. A central assessment system increasingly provides the college with an accurate understanding of the performance and participation of all groups of students. This helps senior leaders to develop the roles of middle managers and review and fine-tune the college's development plan through the year. Safeguarding and

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equalities policies are regularly monitored and reviewed by the governing body and their impact recorded.

The school's work to promote community cohesion is very strong within the local community and international context, but less so in the regional context of the British Isles. The strong local contribution to community cohesion follows from a clear strategy based on a very good understanding by the college of its immediate community and its place in contrast with the international scene. The college recognises that it has more to do on regional initiatives and is currently setting up links with an inner-city college in London. Other effective partnerships contribute well to supporting students and especially make an impact in areas such as students not in education or employment training. The three directors of sports, information and communication technology and technology are energetic and effective leaders and managers and make a positive impact on learning in the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The number of parents and carers returning their Ofsted questionnaires was extremely low. The main issue raised in the responses was their concern over communication with the college. The college is addressing this aspect as a priority in its college development plan. Others commented positively about the quality of good progress and the specific support their children are receiving: 'there are some fantastic teachers at the college but there is inconsistency between teachers in lessons especially on behaviour.' Inspectors identified a wide range of strategies, some very recent as in the setting-up of

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four communities with mentors, in the college to encourage good behaviour and observed that students behaved in an orderly way around the college.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Hamble Community Sports College to complete a questionnaire about their views of the college.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the college.

The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 1013 students registered at the college.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	7	21	78	1	4	2	7
The school keeps my child safe	2	7	23	85	2	7	0	0
The school informs me about my child's progress	6	22	16	59	2	7	2	7
My child is making enough progress at this school	5	19	14	52	7	26	1	4
The teaching is good at this school	1	4	19	70	6	22	1	4
The school helps me to support my child's learning	0	0	16	59	9	33	2	7
The school helps my child to have a healthy lifestyle	1	4	21	78	3	11	2	7
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	2	7	12	44	6	22	3	11
The school meets my child's particular needs	5	19	13	48	7	26	2	7
The school deals effectively with unacceptable behaviour	2	7	11	41	4	15	6	22
The school takes account of my suggestions and concerns	1	4	13	48	7	26	2	7
The school is led and managed effectively	2	7	14	52	4	15	4	15
Overall, I am happy with my child's experience at this school	5	19	14	52	6	22	2	7

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Students

Inspection of Hamble Community Sports College, Hamble-le-Rice SO31 4NE

Thank you all for welcoming me and my four colleagues to your college. We enjoyed our visit and judged that Hamble is a satisfactory and improving college. These are the main findings of our inspection.

- Relationships between students and adults are good and nearly all of you enjoy school.
- Attainment has risen steadily since 2008. All groups of students make satisfactory progress and achieve broadly average levels of attainment.
- You deservedly have a very good reputation as a sports college within the wider community. We were particularly impressed with the way you take on responsibilities as leaders, managers and administrators in lessons and around the school.
- Good curriculum opportunities are developing well as, for example, your Creative Partnership Project.
- The good levels of care, guidance and support provided by the college allow you to flourish as learners and develop high levels of independence.
- Behaviour has improved following the setting-up of communities and mentor time. There were two areas we felt could improve further.
- We would like teaching to become more consistent so that all teachers assess and plan work which is at the right level for different groups in the class.
- We agree with your college that communication with parents and carers needs to be more effective.

You can of course contribute to both these by working as hard as you can in all lessons to achieve your best and in talking to your parents and carers to find good communication methods with the college. Thank you again for your help in this inspection and I would like to wish you all the best in your studies and every success in the future.

Yours sincerely

Brian Evans

Lead inspector

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