

# Handsworth Grange Community Sports College

## Inspection report

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<b>Unique Reference Number</b>	107148
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	344700
<b>Inspection dates</b>	18–19 March 2010
<b>Reporting inspector</b>	Sara Morrissey HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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 of pupils on the school roll</b>	990
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Edwards
<b>Headteacher</b>	Ms Anne Quaile
<b>Date of previous school inspection</b>	22 September 2008
<b>School address</b>	Handsworth Grange Road Handsworth Sheffield S13 9HJ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Just over 50% of the time was spent looking at learning; 20 lessons were observed and 20 teachers seen. Meetings were held with senior leaders, other nominated staff, representatives of the governing body, students and representatives from the local authority including the School Improvement Partner. Inspectors observed the school's work, and looked at information about students' progress, attendance data, records of lesson observations and responses gathered by the school from questionnaires returned by parents and carers and by students.

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

- the current progress made by different groups of students
- the impact of strategies to improve the quality of teaching and learning
- the extent to which agreed routines are consistently applied and drive improvement
- the capacity of leaders at all levels to drive sustainable improvement in the future.

## Information about the school

Handsworth Grange is an average-sized school that serves an area of south-east Sheffield. Most students are of White British origin although the proportion of students from minority ethnic backgrounds is rising. The proportion of students with special educational needs and/or disabilities is below the national average as is the percentage of students with a statement of special educational needs. The proportion of students eligible for free school meals is below average. The school is a specialist sports college with a second subject specialism in information and communication technology (ICT). It holds a number of awards including the Healthy Schools Award.

Following its inspection in September 2008, Handsworth Grange was judged to require special measures because it did not provide an adequate education for its students. Since that time, the progress made by the school has been monitored regularly by inspectors. The governing body has been re-established recently after a period when governance was provided by an interim executive board (IEB).

**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

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Handsworth Grange is a strongly improving school that provides a satisfactory education for its students. Effective strategies have been implemented by senior leaders to tackle areas for improvement and reverse a trend of decline in attainment and achievement. A rigorous system to track students' progress over time has enabled senior leaders to target strategies and tackle a legacy of underachievement. Consequently, gaps in students' learning are closing and students make satisfactory progress relative to their starting points. Within this picture of improvement, however, variations in students' outcomes remain. Although attainment is rising and is broadly average overall, it remains below average in the proportion of students attaining five good passes at GCSE including English and mathematics. Students, particularly the more able, are not always challenged sufficiently in lessons to make the progress they might. In addition, weaknesses in basic numeracy and literacy skills, particularly in writing, reduce the rate of progress made by some students.

The quality of teaching has improved as a result of rigorous monitoring by senior leaders and an innovative programme of professional development. Students enjoy their lessons more, particularly where they are actively engaged in their learning. A growing proportion of teaching is good or better across the school, but its overall quality is satisfactory. This is because teaching is not yet consistently good enough to enable students to make good progress in their learning.

The school works actively to promote equality of opportunity for all students and to improve their life chances. Students are well cared for and supported by staff; they are confident that they can turn to an adult if they need help. Leaders recognise the importance of regular attendance to maximise students' opportunities for learning and effective steps have been taken to reduce the number of students who are persistently absent from school. However, students' attendance patterns fluctuate over time and have not always been tracked with the same rigour. Although the school community has been affected by illness and bad weather in recent months, regular attendance and punctuality to school remains variable. The curriculum is satisfactory and improving; a variety of pathways for students in Key Stage 4 provides a wider range of opportunities for students, particularly those who are at risk of underachievement. Specialist subjects have contributed to improvements in provision across the school. Students are encouraged to follow healthy lifestyles and their skills in ICT have improved as a consequence of increased opportunities to use modern technologies to support their learning.

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The headteacher has shown determination and tenacity in overcoming barriers to progress. She has established staff teams who are committed to improvement and who have a clear understanding about what is required to meet identified success criteria. Senior leaders have an accurate view of the school's strengths and weaknesses because of rigorous and well-established systems to evaluate the impact of actions taken. Middle leaders contribute regularly to the school's self-evaluation and the checking of students' progress in their area of responsibility. However, their contribution to evaluating the impact of teaching on learning in their subject area is less well developed. School governance has improved and provides suitable challenge and support. The significant improvements made since the last inspection in improving provision and outcomes for students demonstrates the school's good capacity to improve.

**What does the school need to do to improve further?**

- Raise attainment, particularly in mathematics and English, by:
  - increasing the proportion of teaching that is good or better
  - extending the involvement of middle leaders in evaluating the impact of teaching on students' learning of specific subject knowledge and skills
- Accelerate students' progress by:
  - developing numeracy and literacy skills, particularly in writing
  - extending the challenge for all students, especially those who are more able
  - tracking all students' attendance and punctuality rigorously to maximise their learning time.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Students make at least satisfactory progress in their lessons and their pace of learning has accelerated. This is because of improvements in the quality of teaching and well-targeted strategies to catch up on ground lost in the past. Consequently, their achievement is satisfactory overall. Students know what is expected of them, both in terms of what they need to learn and of their behaviour and attitudes. They ask questions when they do not understand and concentrate appropriately on their work, particularly when interesting resources attract their interest.

Students arrive in school with attainment that is broadly average. They make satisfactory progress as they move through the school so that their attainment at the end of Year 11 is also broadly average. Examination results for 2009 showed an improvement on the previous year but were still not as good as they should have been. However, these results had been predicted accurately by the school. This year, the school's predictions indicate that standards are continuing to rise; current progress made by students in Year 11 has accelerated during Key Stage 4, reducing the effects of

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past underachievement.

Despite the generally satisfactory progress that students make, variations persist. Students with special educational needs and/or disabilities are provided with appropriate tasks and generally make similar progress to that of others. On occasion, their progress is more rapid as a result of highly effective teaching which takes into account the specific learning needs of individuals. For example, in a Year 11 English lesson, students with a range of special educational needs and/or disabilities made rapid gains in their learning as a result of well planned activities and targeted questioning that prompted perceptive and detailed responses. The work provided for higher attainers is not always as demanding as it might be and these students, in particular, do not make the progress they might. Some students do not make as much progress as they could in English and mathematics because of underlying weaknesses in their basic skills of numeracy and writing.

A cohesive school community contributes well to students' personal development and ensures that their spiritual, moral, social and cultural development is satisfactory. The school promotes healthy lifestyles well and this is reflected in the high levels of participation in sporting activities. Responses to school-based surveys of students and interviews with inspectors reflect students' general satisfaction in the way the school helps them to feel safe and this is reflected also in the generally cordial relationships between students and adults. Good opportunities are provided for students to influence decisions about the school's future development. Students also contribute well to the wider community. For example, groups of students are engaged in litter picking to help improve the environment in the local area and during the inspection students were involved in fundraising for 'Sports Relief'. Weaknesses in literacy and numeracy skills and variable patterns in attendance and punctuality mean that the development of students' workplace skills is no better than satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>

<sup>1</sup> 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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<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

The quality of teaching is satisfactory and improving. Good and outstanding practice is shared regularly as part of a bespoke coaching programme that enables teachers to improve their own practice and increase the impact of their teaching on students' learning. Assessment information is used appropriately to support learning and learning targets are shared routinely with students. Examples of effective marking were observed during the inspection that helped students identify the next steps required to reach their targets. However, this practice is not consistently applied in all subject areas. Lesson planning often includes opportunities for students to assess their own learning and that of their peers although activities are not always tailored sufficiently to extend the challenge for all students, in particular those who are most able. Where teaching is most effective, a good variety of activities including the use of modern technologies capture and sustain students' interest. Lessons proceed at a brisk pace and questioning is used effectively to extend or reinforce key learning points. However, this good practice is not consistent across the school; where teaching remains satisfactory, planned activities do not cater for the full range of students' abilities. Lessons are dominated for too long by the teacher and activities lack challenge. In these instances, students become passive, they do not participate actively and the pace of learning slows.

The curriculum meets requirements and, in Key Stage 4, offers a good range of optional subjects, including vocational courses. Extra support and revision classes are successful in enabling students to fill in gaps and gain better results. Nevertheless, leaders are aware that reliance on this additional help is not as efficient in raising attainment as consistently good learning in normal lessons. The school has recently started to give students more opportunities to develop their literacy and numeracy skills across the curriculum. However, it is too soon to measure the impact of this work on students' outcomes. A range of extra-curricular activities enhances students' experience. The many extra-curricular sporting activities are one of the school's strengths, involve almost half of all students and are important in encouraging a healthy lifestyle.

Established support and guidance systems ensure that students' needs are met appropriately. Good links with external agencies enable vulnerable students to be cared for well. Procedures for the safeguarding of students are securely in place and fulfil statutory requirements. Agreed routines for behaviour management are generally applied consistently so that students are clear about staff expectations. Rigorous efforts

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to improve the attendance of students who are persistently absent have met with success. However, systems to track the attendance and punctuality of all students are not always used as effectively as they might be to sustain improvement over time.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher is ambitious for the school and has been successful in uniting staff and developing a team approach to improving the school. Senior leaders are clear about their roles and responsibilities. They have implemented rigorous and sustainable strategies to improve the quality of teaching and raise attainment. Leaders are well informed by accurate monitoring and evaluation of actions taken to tackle priorities identified in the school improvement plan. Leadership of the school's specialist subjects has also made a significant contribution to securing improvement in the quality of provision and outcomes for students across the school. Consequently, the legacy of underachievement has been tackled effectively and firm foundations have been established on which to build further improvement.

Leaders ensure that appropriate steps are taken to ensure that students are kept safe and to promote equality of opportunity for all members of the school community. Good progress has been made in promoting community cohesion in the school and the wider local community. Special events at the school contribute to students' understanding of different cultural festivals and increase their awareness of the multicultural community in which they live. However, plans to promote community cohesion in the national and global context are less well developed.

Leaders are responsive to the views of students and actively seek ways to engage parents and carers in the work of the school through partnerships with different agencies and providers. Governors with a broad range of expertise have been appointed to the shadow governing body that has replaced the IEB. They have a clear understanding of the school's strengths and weaknesses and have welcomed training opportunities to enable them to hold leaders to account for the school's performance.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2



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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Views of parents and carers**

Questionnaires for parents and carers are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



23 March 2010

Dear Students

Inspection of Handsworth Grange Community Sports College

I am writing on behalf of the inspection team to thank you very much for the time many of you spent talking to us when we inspected your school recently. Some of you may remember that I have visited your school before to check the progress it has been making after its last full inspection. I am delighted to tell you that your school has improved and now provides you with a satisfactory education. This is a considerable achievement by the school community including all of you and the staff in responding to the key areas for improvement. Congratulations!

We have found that improvements in teaching have enabled you to make better progress than in the past and to catch up on past underachievement. You are clear about your targets and your teachers use the assessment information they collect about you to identify where some of you may need extra help to make the progress you should in all your subjects. Some of you told us how you enjoy learning more, especially because of the range of ICT equipment that is available for you to use. We were also impressed by the number of you who are involved in sport-related activities. School leaders have a very clear idea about what is working well and what still needs to be improved to make Handsworth Grange a good school. We have agreed with Ms Quaile that the school should now focus on:

- raising standards further, particularly in mathematics and English, by increasing the amount of good teaching and involving subject leaders in checking how well teaching helps you learn new subject knowledge and skills
- increasing your rate of progress by adding more challenge to your learning, particularly for those of you who are more able, and helping some of you to improve your basic numeracy and literacy skills.

Your chances of making good progress will also improve if you all attend school regularly and arrive at lessons on time.

With all good wishes for the future.

Yours sincerely

Sara Morrissey

Her Majesty's Inspector

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