

Hasland Hall Community School

Broomfield Avenue, Hasland, Chesterfield, S41 0LP

Inspection dates 12–13 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement. Although results in English have risen this year, progress in English is not yet good.
- Some students of average ability, some more-able students and some of those known to be eligible for free school meals are not making rapid enough progress.
- Leaders and staff do not use the information they have about students' progress consistently well to identify those who fall behind.
- The tasks students are given in lessons are sometimes too hard or too easy. Teaching does not always encourage students to think and learn for themselves.
- Teachers do not focus enough on developing students' ability to analyse what they read and their ability to write long pieces of work well.
- The way that teachers ask questions does not always make students think deeply, nor make it clear what level of work is expected so they can improve it.
- Leaders and managers have not ensured that there is enough good or outstanding teaching. Those staff with responsibility for leading subjects and other aspects of the school are not all good at identifying exactly what teachers need to do to improve their skills.

The school has the following strengths

- The relationships between staff and students are good.
- The school is improving. This year the headteacher and staff team have ensured better behaviour and higher English results, and made sure that no teaching is inadequate.
- GCSE mathematics results are above average.
- Disabled students and those who have special educational needs are well supported.
- Students feel safe, are generally polite and well behaved, and are positive about their school.
- The social, moral, spiritual and cultural education provided by the school is good.

Information about this inspection

- Inspectors observed 41 lessons or parts of lessons. There were four joint observations with the headteacher and senior leaders, and 40 teachers were observed in total. Inspectors also observed two assemblies and visited a number of tutor group sessions.
- Meetings were held with senior leaders, a group of subject leaders, a group of teaching assistants, the special educational needs coordinator and two governors. A meeting was also held with a representative of the local authority.
- Inspectors met with three groups of students from Years 9, 10 and 11 and listened to their views.
- Forty-one staff members completed questionnaires and these were taken into account by inspectors, along with the 25 responses from parents and carers to the online survey (Parent View). The inspection team also took account of letters and telephone calls received from parents.
- Inspectors observed the school's work and looked at information about students' progress and attainment, the school's improvement plan and the school's analysis of how well it is doing. Inspectors also looked at the system for managing the performance of staff, records of governing body meetings and a range of policy documents.

Inspection team

Liz Talmadge, Lead inspector	Additional Inspector
Louise Briggs	Additional Inspector
Mark Cordell	Additional Inspector
John Taylor	Additional Inspector

Full report

Information about this school

- Hasland Hall Community School is a smaller than average-sized secondary school.
- With the exception of mathematics and science in Year 9 and Key Stage 4, the school teaches students in all year groups in mixed-ability classes. In mathematics, students are taught in ability groups.
- The proportion of students supported by the pupil premium is much lower than average. This is additional government funding for particular groups of students, including those known to be eligible for free school meals or in local authority care.
- The proportion of disabled students and those who have special educational needs supported by school action is smaller than average. The proportion supported by school action plus or with a statement of special educational needs is also below average.
- The school is part of the Derbyshire 'Learning Community', a group of Chesterfield schools working together to provide work-related education courses for Key Stage 4 students.
- A very small number of Key Stage 4 students attend Chesterfield College and Alfreton Vocational Academy for one day a week to gain work-related qualifications.
- The school meets the government's current floor standards, which set minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is more consistently good or better by ensuring that:
 - classroom activities are matched to the learning needs of individual students
 - opportunities are provided for students to learn in small groups, pairs and on their own so that they develop good independent study habits
 - questioning and assessment are used well to keep track of students' progress, clarify what is expected, and deepen students' understanding.
- Improve achievement, especially in English, by:
 - identifying those students who are making slow progress and giving them additional small-group and individual support.
 - making sure that students develop both their ability to analyse text and their extended writing skills across a range of subjects
- Strengthen the impact of leadership and management by ensuring that:
 - subject and other leaders give sharper feedback to teachers following lesson observations so that they are clear what they need to do to improve their skills
 - strengths in teaching are used as models of good practice across subjects
 - information about students' prior attainment and progress is used routinely to check that all groups are achieving well.

Inspection judgements

The achievement of pupils requires improvement

- Past results show underachievement, largely caused by weaknesses in English in 2011 and 2012. However, the school's 2013 English results are significantly better. The proportion of students in 2013 who made the progress they should in English is close to the 2012 national average (2013 national averages are not yet available). The proportion making more rapid progress than this has also risen but is still below national figures. Achievement in English still requires improvement because of this, and because a few students are still not making the progress they should.
- Most students make good progress in mathematics, where GCSE results are above average and have been for the last three years. English results at GCSE are rising. However, some students of average ability do not make the progress expected of them in English and make slower progress than others in mathematics. Although there is a school focus on literacy, these students are not routinely taught skills that will support their literacy progress in all subjects. There is also evidence that some of the most able students are not being challenged to achieve the progress they should be making.
- GCSE results for 2013 also show improvement in English literature, design and technology, physical education, music, geography and information and communication technology; modern foreign languages are doing less well. Progress seen in lessons showed similar inconsistencies.
- Inspection evidence shows that the improvements made this year are set to continue. Current Year 11 students are on track to gain higher GCSE results than those of 2013.
- The school has used pupil premium funding over the last year to improve progress for the students involved. In 2012, there was an attainment gap of half a GCSE grade in English and three quarters of a grade in mathematics between those students entitled to pupil premium funding and the rest of the year group. This is a smaller gap than was the case nationally. However, standards were too low for both groups of students.
- In 2013, students supported through pupil premium funding made better progress in mathematics and English than in 2012. The proportion who made the progress they should was higher than is typical nationally in mathematics and was similar to the national proportion in English. Nevertheless, the progress of other students also increased in English, by approximately the same amount as the students receiving extra funding. The progress of pupils eligible for the pupil premium requires more improvement in English to close the gap on other students.
- The achievement of disabled students and those who have special educational needs is much improved this year and is good. School data and the observation of teaching shows that teaching assistants are being used effectively to teach individuals and small groups, and to support students when they are taught with the whole class.
- Teaching assistants are very effective in implementing the Year 7 'catch up programme' for students who were behind in reading and other key skills. As a result, these students begin Year 8 having made good progress in Year 7.
- A very small number of students attend local further education colleges for one day a week to study vocational subjects. Their progress and attendance is carefully monitored and they are well motivated to work. The numbers involved are too small to comment on their attainment and

progress without identifying individual students.

The quality of teaching requires improvement

- Teaching requires improvement because students' achievement is not yet good enough. Teaching is too uneven in quality between and within subjects. In many subjects, there is good teaching, and in a few there is some outstanding teaching. However, successful developments in improving English teaching made since the last inspection are not shared widely to help teachers of other subjects improve.
- Where teaching is most effective, teachers have good subject knowledge and high expectations. They plan their lessons so that all students are able to engage in tasks and activities that enable them to make good progress. Where teaching requires improvement, activities are not always appropriate because they are not closely matched to the needs of individuals and groups of students. As a result, some tasks are too hard and others too easy, so learning slows.
- Students enjoy learning independently or in small groups and pairs but, in lessons where the teaching is weaker, they have too few opportunities to do so. As a result, though they are keen to learn, they are not acquiring consistently good study habits, such as the ability to search out facts or question their own understanding.
- Teachers' questioning varies in its effectiveness. Where teaching is good, teachers ask questions that test students' knowledge and understanding and enable students to reflect on what they are learning. Where teaching is weaker, questioning is far too general and does not help students to think deeply about what they are learning, so their understanding is not developed rapidly.
- Assessment is used well in some lessons, where students have opportunities to self-assess their work and to comment on the work of others. In other lessons, understanding is not assessed regularly and students are left with misconceptions.
- Most students know their target grades and most understand the level at which they are currently performing. There is some good guidance for students about how to improve their work in English and science.
- The most effective marking was seen in English, where students are responding to their teachers' comments.
- As a result of improvements, teachers of most subjects teach aspects of literacy in their lessons. This has contributed to improvements in English results. As yet, not enough attention is given to deepening students' analytical reading skills or helping them to write longer, more detailed responses to questions in all subjects.

The behaviour and safety of pupils are good

- Relationships between students and adults are very good and support positive attitudes to learning. Students are eager to do their best, interested in their work and are supportive of each other when given the chance to work together in small groups or pairs.
- Students are well mannered around the school, between lessons and in the school grounds. The atmosphere is calm and orderly. The school has successfully encouraged good socially

responsible behaviour in the dining room at break and lunchtime.

- The school's records of behaviour show that incidents of poor behaviour have reduced and fixed-term exclusions have decreased. This is as a result of the early action taken by the school when students need help. A small number of parents who responded to Parent View did not think that behaviour was good but inspectors saw nothing during the inspection to support this view. Students' behaviour is managed effectively.
- Students report that bullying is uncommon but that, when it does happen, it is dealt with appropriately. They know what to do and who to talk to if they see any behaviour that concerns them and they are aware of the different forms that bullying can take. Students say that they feel very safe in school.
- Teachers make frequent use of the school's reward system to encourage participation and engagement in learning. Assemblies are effective in reminding students about expected standards of behaviour.
- A majority of students take part in the wide range of lunchtime and after-school activities and clubs offered by teachers and teaching assistants. This has a positive impact on the quality of relationships in school.
- The few students who are educated at the local college for a day a week are carefully monitored to ensure that their behaviour and attendance meets the expectations of the school.
- Attendance is average but it is improving. Effective steps have been taken to reduce persistent absence by engaging families more closely in the life of the school.

The leadership and management requires improvement

- Senior leaders and governors share a realistic view of the strengths and weaknesses in the school's performance and they have brought about improvements in the last 12 months. However, leadership and management are not good because both achievement and the quality of teaching require further improvement, and there is not yet good leadership throughout the different subjects.
- The senior leadership team monitors the quality of teaching regularly. Joint observations conducted with inspectors affirm their judgements. However, subject leaders are not all demonstrating good skills in diagnosing how teaching needs to improve within their departments. This means that teachers are not all clear enough about what steps they need to take to improve their teaching and the achievement of their students.
- The school has good information on students' prior attainment, current progress and target grades. However, this is not used routinely to ensure that teaching addresses the learning needs of all groups of students, nor to analyse the performance of all groups in order to identify where improvements are needed. The school uses data well to monitor the progress of disabled students and those who have special educational needs. Some individual middle ability and more-able students whose progress slows are not picked up as quickly.
- The school provides an accessible GCSE curriculum. Work-related courses are available through the local 'Learning Community', though take-up is low. The school has a strong focus on the development of key skills, including literacy and numeracy, through subjects other than English and mathematics.

- Independent and impartial careers guidance is available to students through an independent careers service and events and opportunities provided by the school. There are good relationships with local providers of post-16 education.
- The promotion of students' spiritual, moral, social and cultural education is a strong feature of the school. It is promoted effectively in lessons. For example, a discussion of medical ethics in a religious education lesson in Year 11 generated some thoughtful responses from the students. A wide range of after-school activities promote sports, art, music and drama; assemblies and tutor times create opportunities for students to consider and debate a wide range of topical issues.
- The school has established appropriate systems for managing teachers' performance. Decisions about teacher' pay rises are clearly linked to their classroom performance. The training available to teachers supports them in improving their performance in areas identified by the school.
- The arrangements for students' safeguarding meet all statutory requirements.
- The local authority has a realistic view of the school and has provided effective support since the last inspection. This has contributed to improvements to teaching, including in English, where much teaching is now good.
- The headteacher and governors have shown that they have the capacity to improve the school. They took decisive action to eradicate staff underperformance that affected the 2012 GCSE results. There is now no inadequate teaching. The school's data shows improvements to results this year are set to continue with the current Year 11.
- **The governance of the school:**
 - Governors are ambitious for the school. They are fully informed of teachers' performance management and support the decisions made about awarding or withholding pay awards. They have played a significant role in actions taken to eradicate inadequate teaching. They know how the school is performing compared to other schools and are very clear about what still needs to be improved, including the achievement of some groups. The new Chair of the Governing Body has been proactive in ensuring that governors receive training in the use of data, safeguarding and school inspection. Governors have played an effective role in ensuring that there has been improvement since the last inspection.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112959
Local authority	Derbyshire
Inspection number	425051

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	731
Appropriate authority	The governing body
Chair	Patricia Bell
Headteacher	Heather Boulton
Date of previous school inspection	11 January 2012
Telephone number	01246 273985
Fax number	01246 551362
Email address	admin@haslandhall.derbyshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

