



Hasland Hall Community School

Inspection Report

Unique Reference Number 112959
LEA DERBYSHIRE LEA
Inspection number 279064
Inspection dates 29 November 2005 to 30 November 2005
Reporting inspector Mr. Bob Roberts LI

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

Type of school	Secondary	School address	Broomfield Avenue
School category	Community		S41 0LP
Age range of pupils	11 to 16		
Gender of pupils	Mixed	Telephone number	01246273985
Number on roll	886	Fax number	01246551362
Appropriate authority	The governing body	Chair of governors	Mrs.Tracy Parrott
Date of previous inspection	18 September 2000	Headteacher	Miss. Heather Boulton

Age group 11 to 16	Inspection dates 29 November 2005 - 30 November 2005	Inspection number 279064
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Introduction

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

Description of the school

Hasland Hall Community is an averaged sized comprehensive school. Pupils attend the school from the Hasland area of Chesterfield but also from a number of other villages. Whilst Hasland itself is a socially advantaged area, the pupils as a whole are drawn from areas of above average deprivation. The numbers of pupils with special educational needs and the numbers eligible for free school meals are broadly in line with national averages. Over 97 per cent of the pupils are from white British backgrounds. Their attainment on entry to the school is broadly in line with national averages. The school is currently over-subscribed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school is providing satisfactory education overall, and many aspects of its work are good. There have been improvements in provision since the last inspection. Attendance has improved steadily. Pupils are enjoying their education and feel secure. They are very well looked after. Pupils made very clear to inspectors that the little bullying that does occur is dealt with quickly and effectively. Pupils speak highly of the support arrangements. This particular aspect of the school was also commented on very positively by parents in the questionnaire used as part of the inspection. The responses in the questionnaire were generally very supportive of the school. The arrangements for the transfer from primary schools provide pupils with a secure start. The curriculum the school provides is good. There is a strong commitment to a broad curriculum and a good range of extra-curricular opportunities. Teaching is satisfactory and often good but more attention should be paid to the learning needs of each individual. Behaviour in lessons is good. The progress that pupils make overall is satisfactory. The standards they reach are broadly in line with national expectations. In some respects they are above average but in science standards are too low. The school is well led and managed. There is a clear determination to improve and a sharp understanding of the strengths and weaknesses that exist. Difficult issues are tackled firmly. Monitoring and review processes are good, although there should be greater consistency in the way subject leaders fulfil their roles. The school has excellent links with other schools and agencies which help to support and guide pupils. Governors are supportive and effective in their role. The school has the capacity to improve further and provides good value for money.

What the school should do to improve further

- Improve the progress and attainment in science by implementing fully the agreed action plan - Improve the overall progress of pupils by planning and delivering teaching which is better adapted to the learning needs of individuals - Improve the overall effectiveness of subject leaders by developing greater consistency to match best practice

Achievement and standards

Grade: 3

The overall achievement of pupils is satisfactory. When pupils join the school in Year 7 their average attainment is broadly in line with national expectations. The standards reached by pupils when they take their GCSEs at the end of Year 11 are broadly in line with national averages, so their overall progress through the school has been satisfactory. In some respects the standards reached by pupils are above average. They make particularly good progress in English and mathematics. This has become evident in English, particularly by the end of Year 9 in the national tests taken at that point, and is even more evident by the end of Year 11. By this stage the average performance of all pupils in English and mathematics is significantly above average. Furthermore,

the strong emphasis in the school on inclusion and valuing every pupil is evident in the GCSE results. These show that far fewer pupils than average leave school with no GCSE qualifications and that a far higher percentage than average (96 per cent in 2005) achieve five or more GCSE passes. The main issue is that progress and results in science are poor. Although by the end of Year 9 the standards that have been reached in science are average, the progress pupils have made in this subject is below expectations. The GCSE results in science two years later are well below what pupils should be achieving. Girls make satisfactory progress overall compared with the national picture but the boys do better than their peers. This is evident at the end of Year 9, for example, where boys do particularly well in English, and they do much better than the girls at science. The GCSE results also show boys doing slightly better than girls, contrary to the national trend. The proportion of GCSE entries that resulted in the highest grades (A and A*) was broadly in line with national averages in 2005. The progress and attainment of pupils with special educational needs is satisfactory.

Personal development and well-being

Grade: 2

Most pupils enjoy school and are keen to learn. Some are boisterous at break and lunchtimes but almost all behave well in lessons. Relationships at all levels are good. Pupils say that they feel safe because serious bullying is rare. They report that, when incidents occur, the combination of peer support and effective action by staff resolves issues successfully. Attendance has improved steadily in recent years and is currently close to that in schools nationally. Pupils understand the hazards that young people face and know how to avoid them. Consequently, they are adopting increasingly healthy lifestyles. PSHE lessons and the work of the school council promote citizenship successfully and, as a result, pupils contribute well to school life and to the wider community. Furthermore, outstanding opportunities for work experience, work related learning and very well focused advice from the Connexions team, as well as the acquisition of sound literacy, numeracy and ICT skills, provide pupils with an excellent preparation for the world of work. Pupils' spiritual, moral, social and cultural development is good. They are sensitive to things of beauty and respect the feelings and beliefs of others. Most act on a clear understanding of right and wrong. They value their own cultural traditions as well as the richness and diversity of other cultures, which sometimes acts as the starting point for their work, for example in art and design.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. The school's own view that it is satisfactory and often good is one that inspectors support. A new Teaching and Learning Policy has recently been established. It establishes high expectations but is yet to be embedded across the school. In the best lessons, teachers plan well and are clear what they want pupils to learn. There is innovation and risk-taking, for example

in the use of music in English lessons, being used to develop pupils' understanding of challenging texts such as 'Frankenstein' and 'Great Expectations'. Activities are varied, stimulating and the lesson builds in opportunities to reinforce and test what has been learnt. These lessons have brisk pace and often encourage independent learning. However, in many of the lessons seen by the inspectors, planning was less effective. There was not enough variety of activities to keep learners interested. Teachers were planning the tasks but were not clear what they wanted pupils to learn or how they were going to check the learning. Classroom behaviour is good. Teachers manage pupils well and use praise effectively. Homework is regularly set but the marking of pupils' work is not always timely and helpful. Teaching assistants make a valuable contribution to the standards of all pupils and particularly to those with special educational needs. They play an active part in planning work and evaluating pupils' progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It is based on a strong belief in a core curriculum providing good breadth and balance. There are some innovative features to the curriculum: French in Year 7 is taught as part of a bilingual humanities course. Three modern foreign languages are available in Years 7, 8 and 9. The core curriculum in Years 10 and 11 includes one language and a design subject. An effective system for guiding pupil choices takes place in Year 9, supported by information booklets and meetings with parents. There is a range of vocational provision, both in school and at the local college, available to all pupils. In Year 10, pupils prepare and undertake a period of work experience. Careers guidance is a strong feature of the school. Pupils appreciate the good range of extra-curricular activities, many of which are organised at lunchtime, as some pupils rely on bus services after school. A number of subjects have effective links to the work going on in primary schools. This ensures a common approach across a number of subject areas, particularly mathematics, English and science. Hasland Hall's modern foreign language staff teach Year 6 classes in primary schools on a regular basis. As a result, teachers understand the way pupils have been taught and are able to plan a smoother transition. 'Catch-up' classes are organised by teachers and delivered by teaching assistants for those pupils who come to the school with below average standards in literacy and numeracy.

Care, guidance and support

Grade: 2

The school provides good standards of care for its pupils. Staff work closely with local agencies, such as social services and the Connexions partnership, to ensure that the school's most vulnerable pupils receive very good support. Procedures for ensuring pupils' safety and well-being are very effective, although whole-school training on matters relating to child protection is due. Staff monitor pupils' performance carefully and give excellent advice on aspects of their personal development. Because pupils have confidence in the staff, they report that there is always somebody to turn to if

they are worried or upset. Pupils particularly value the work of the student support co-ordinators, who know them extremely well and, as well as giving regular guidance and comfort, respond promptly to any concerns that they have. However, whilst all pupils have personal targets to help them improve their academic performance, the tracking of pupils' progress is inconsistent. Pupils with learning difficulties or disabilities are fully included in all that the school has to offer. They receive the support that they need to overcome their difficulties and to achieve as well as other pupils.

Leadership and management

Grade: 2

The leadership team has an astute grasp of the school's strengths and weaknesses. The headteacher and the senior leadership team give purposeful direction to meeting the needs of every individual. Their determination to take the school forward is mirrored well by most middle leaders and managers. Although pupils make sufficient progress to reach average standards overall, leaders are determined to improve performance, especially in science. Management helps teachers to enhance their skills, and teaching is at least satisfactory and often good. Pupils get equal access to a good range of learning and enrichment opportunities. Monitoring and evaluation enable managers to identify weaknesses, and action to deal with these is often direct and effective, as shown by improved management of special educational needs. Pupils' good personal development is well supported by caring staff. Management encourages innovative educational practice. For example, Year 7 pupils appreciate the work done in partnership with primary schools to introduce them to the secondary curriculum. Links with parents, support agencies and the local authority are helpful to pupils' well-being, personal development and progress. Parents have confidence in what the school does for their children. As a consequence, it remains popular and oversubscribed. Governors are supportive. They work closely with management to provide a good quality of education within the constraints of meagre funding. For example, approval has been won for further improvements to the accommodation. Leaders and managers have resolved the issues of the last inspection. They have strong commitment to make teaching and learning consistently effective in every subject to raise standards further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

As you know, your school was recently inspected and this letter is to tell you about the results of the inspection. First of all, however, I would like to thank you all, on behalf of the inspection team, for your courtesy and cooperation during our visit. You were a credit to the school. The inspection found a good deal that the school can be pleased about. The overwhelming majority of the pupils are happy to come to school, and your parents clearly think well of the school. There is a friendly, positive atmosphere. Pupils are making generally satisfactory progress. In some areas of work, such as English, progress is really good. The examination results overall are broadly in line with national averages. In some respects the school is doing very well: the number of pupils leaving without any GCSE qualifications, or with very few, is very low. We believe this shows how well the school cares for each individual pupil. This good care and support is one of the key strengths of the school. Attendance at school is satisfactory and the behaviour of pupils in lessons is good. There are some aspects of the school's work that need to get better. Science results need to improve, and you need to play your part in that. Although there are many good departments in the school, we think they could be more consistent in the way they work. We also believe that, although the quality of teaching you receive is satisfactory, more could be done to improve it. You yourselves can make an important contribution here, by thinking about what you are learning and continuing to be positive and constructive in the classroom. Overall our view is that you can be satisfied that you are at a school that will do its best for you and where you will be able to achieve your potential. We are confident that the school can continue to improve and we wish you well for the future.