

# Brighton Hill Community School

Brighton Way, Basingstoke, RG22 4HS

**Inspection dates** 30 April–1 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- New approaches to teaching and improving students' results and behaviour are not being consistently applied by all staff.
- Not enough teaching is good. The quality of teaching varies too much between subjects and different groups of students do not experience the same standard of teaching.
- Students of average and below-average ability and students known to be entitled to free school meals do not make the same progress as other students in the school.
- Students are not doing as well as they should in speaking, reading and writing.
- Some teachers do not mark students' work often enough. They do not always check that students are following their advice and improving their work.
- There is still some disruption to learning when teaching does not stimulate and interest the students.

### The school has the following strengths

- The headteacher, his senior team and board members are energetic and show a strong determination and the capacity to improve the school.
- Teachers' work and students' results are checked thoroughly and often. As a result, teaching is getting better.
- Students' results in mathematics have improved since the previous inspection and now compare favourably with figures for similar schools.
- Behaviour has improved considerably since the last inspection. Students feel safe and are happy and are supported well. The school is calm and orderly.

## Information about this inspection

- Inspectors observed 36 lessons, including eight joint observations with senior leaders, and made a number of other short visits to lessons.
- Inspectors looked at students' work and listened to students reading. They spoke to students informally and met with groups across the age and ability range to discuss their views on progress, teaching, behaviour and safety in the school.
- Inspectors had meetings with the Chair of the Interim Executive Board, a representative from the local authority and the subject leaders for English, mathematics and science. They also met with groups of middle leaders and teachers.
- Inspectors took into account the 62 responses to the on-line parent survey (Parent View) and the 40 responses to the staff questionnaire. The lead inspector received one letter from a parent.
- Inspectors checked the school's records on safeguarding and child protection and records of students' current results and progress. They also considered the school's behaviour records and figures for attendance and exclusion.
- Inspectors examined the school's records of staff performance management and teachers' pay rewards over the last three years, the minutes of the interim executive board meetings and a range of other documents, including evaluations of teaching and learning.

## Inspection team

Janet Pearce, Lead inspector

Her Majesty's Inspector

John Collins

Additional Inspector

Mary Hoather

Additional Inspector

David Smith

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- Brighton Hill Community School is a mixed 11 to 16 school. It is of average size.
- The majority of students are White British. The numbers of students from minority ethnic groups or who speak English as an additional language are below average.
- The proportion of disabled students and those with special educational needs supported through school action is slightly larger than the national average for other secondary schools. The proportion of students supported through school action plus and with statements of special educational needs is below the national average.
- A small number of students are eligible for the pupil premium (additional funding for students known to be eligible for free school meals, in the care of the local authority or with parents in the armed forces).
- A small number of students attend alternative courses such as automotive engineering, hair and beauty and health and social care at Basingstoke College of Technology. Eight students attend diploma courses at Aldworth Science College, Cranbourne Business and Enterprise College and The Costello School. A very small number of students attend specific programmes of study at Ashwood Education Centre or attend extended work experience through the local consortium of schools.
- When the school was previously inspected by Ofsted in May 2012 it was given a notice to improve.
- The school meets the government's current floor standards which set the minimum expectations for students' attainment and progress.

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

- Increase the proportion of good and better teaching by ensuring that all teachers:
  - are clear about what they want students to learn and that their lesson planning focuses on learning, rather than a sequence of tasks
  - take better account of students' abilities when planning lessons
  - provide appropriate materials for students who need extra help or harder work
  - check on students' progress throughout each lesson and make sure that students' understanding is secure
  - mark students' work regularly and check that students act upon advice
  - pay more attention to the way that students present their work.
- Improve students' standards of speaking, reading and writing by:
  - encouraging students to practise their spoken English and use extended answers in discussion
  - ensuring that students use key words and appropriate specialist vocabulary in all their subjects.
- Prevent disruption to learning by ensuring that teachers plan lessons that stimulate and interest students.
- Improve achievement for all students by ensuring that all school leaders are equally effective at monitoring the work of their teams.

## Inspection judgements

### The achievement of pupils

### requires improvement

- In 2012, the overall number of students achieving five or more GCSEs at A\* to C grades including English and mathematics declined. Students of average and below-average ability did not make the expected progress, particularly in English and mathematics.
- Disabled students and those with special educational needs do not make the expected progress. Students eligible for the pupil premium do less well than other students in the school and when compared with national figures; their average point scores in both English and mathematics, based on their GCSE results, are lower than those of other students in the school.
- There is not yet a consistent approach to improving literacy and numeracy across the school. Not enough emphasis is placed on improving students' speaking, reading, writing and basic number work on a day-to-day basis. School leaders have introduced dedicated time for students to read in tutor periods, but students' reading is not evaluated sufficiently. Not all students enjoy the reading lessons, but some told inspectors that they felt their reading was improving.
- Students enter the school with broadly average attainment and in 2010 and 2011 they went on to achieve GCSE results that were broadly in line with national figures. In 2012, GCSE results in mathematics improved and were above the national average. School leaders have introduced thorough checks on students' progress and their current performance has been checked by specialist advisers. On the basis of this analysis, the school is predicting an improvement in overall results in 2013.
- Students of middle and lower ability are entered early for GCSE mathematics. Those who do not achieve their target grade retake the examination at the end of Year 11 in order to ensure that they do not miss out on achieving the higher grades. More-able students are entered at the end of Year 11 to ensure that they have maximum time to prepare and achieve the highest grades.
- Students who attend alternative courses are making good progress in their courses at college and at school.

### The quality of teaching

### requires improvement

- Not all teachers are clear enough about what they want students to learn and what students already know and can do. Too many lessons consist of a series of activities rather than opportunities for deep learning.
- Teachers do not always match activities to students' abilities. Some teachers set work that is too easy, whilst others do not provide resources or extra help for students who are struggling. Teachers do not often enough allow students to talk about their work or give extended answers in lessons.
- Some teachers routinely check students' progress during the lesson and ensure that students are completely sure about what they have learned before moving them on, but this good practice is not consistent across the school. In more effective lessons, students have complete confidence that their teachers will not give up until they have understood.
- Teachers' marking is not yet good enough. Some teachers do not mark work very often. Students know their target grades and levels but some are not sure about what they need to do to improve. Even when teachers mark work with helpful comments, they do not check that students act upon their advice.
- Inspectors saw work in exercise books that was poorly presented. Too few students take a pride in the appearance of their work.
- In more successful lessons, teachers encourage students to use accurate vocabulary to explain their views and they are pushed to give more detailed answers. For example, in an outstanding art lesson in Year 8, students evaluated each other's work and explained with confidence exactly why it reached the required standard. The students expressed themselves fluently, clearly demonstrating their understanding.

- Students enjoy practical activities and working in groups. They support each other and are well motivated. Inspectors were impressed with the way that students work together in teams. Relationships between students and their teachers are positive.
- Teaching assistants support students well and are skilled in ensuring that they make progress on their own.

### **The behaviour and safety of pupils** requires improvement

- Behaviour has improved significantly since the previous inspection, but is not yet consistently good. Students do not always behave well when the teaching is uninteresting or does not take account of their abilities.
- In many lessons, students comply with their teachers' wishes, but they do not all participate actively, preferring to sit still and be quiet, even when they should be more active and engaged. Some students do not take their work seriously enough, as evidenced in the poor presentation of their daily planners.
- Students want to do well and reach their targets. They enjoy the supportive atmosphere in the school and like working with each other. Many students told inspectors that behaviour has improved in the school.
- The great majority of parents said that their children are happy and feel safe at school. Students agree. There is very little bullying, and when it happens it is dealt with promptly and well. Students appreciate the support and care they receive.
- Attendance has improved since the previous inspection. The school rarely has to exclude students for unacceptable behaviour.
- Guidance and support for students are strengths of the school. The Flexible Learning Centre provides a safe working environment for students and school leaders are rightly proud of the way students are supported and their progress ensured when they are experiencing personal difficulties.

### **The leadership and management** requires improvement

- The leadership and management of the school are not yet good because the improvements and changes introduced by the headteacher and his senior team are not yet fully established throughout the school. As a result, teaching and students' behaviour and progress are not yet good. Not all middle leaders check the work of their teams carefully enough, particularly standards of assessment and marking. Some improvements in teaching have been made, but not consistently.
- The headteacher, supported by a strong team of senior leaders, has worked hard and overcome significant challenges in order to change and improve the school. His drive to raise standards, teaching and behaviour has already had a significant impact, although he is realistic about the work that has yet to be done.
- Teachers' performance is managed in an exemplary way. Teachers are set challenging targets to improve their work. School leaders observe lessons regularly and take action if standards are not good enough. Teachers attend regular training to improve their teaching and there is a supportive coaching programme. Teachers do not progress through the pay scales if their teaching is not good enough.
- The senior team has developed detailed systems to track students' progress. There are frequent collections of results and these are analysed carefully. School leaders identify students who are not making the expected progress and a mentoring programme and extra lessons help them to catch up.
- Following the previous inspection, the school continues to benefit from a wide range of support and advice from the local authority.
- The school has developed an impressive programme to support students entering the school in Year 7. A special timetable helps them make the change from primary to secondary school in

'Zone 7' and they are given special work to do to help them catch up. The school has made effective use of the Year 7 catch-up funding to finance and staff this resource. The work of teachers and teaching assistants in this area is highly effective.

- The school offers an appropriate range of subjects and courses. Students are able to follow a range of pathways and they are well prepared for the next step in their education or for employment.
- Students have many opportunities to develop their spiritual, moral, cultural and social understanding. Many lessons include the study of different cultures and societies. Students are encouraged to participate in additional activities, including sports, dance and drama, art and music. The school's structure of learning communities fosters a sense of belonging and healthy competition. Equality of opportunity is promoted throughout the school and all students are encouraged to participate and have a stake in school life.
- Students who attend alternative courses are extremely well supported. Their attendance is checked regularly and followed up. They are visited frequently and their welfare and progress carefully monitored.
- The school has used the pupil premium funding to pay for a range of additional support, including extra lessons, one-to-one tuition, laptop computers and enrichment activities. School leaders can point to specific cases where the support has led to improved progress and well-being, but these initiatives have not yet had an impact on the overall results of eligible students.
- Safeguarding arrangements meet all statutory requirements.
- **The governance of the school:**
  - The interim executive board is highly effective and experienced. Board members know what needs to be improved in the school and they know what a good school looks like. They ask direct and challenging questions of the headteacher and they receive direct answers. They have challenged the school's use of data on students' progress so that it is now more fit for purpose. They acknowledge the great strides made to improve behaviour. Board members are astute and they are making sure that the standards established by the headteacher are maintained and that staff are being made more accountable for teaching and results. Board members have supported the rigorous application of the Teachers' Standards and the headteacher's management of poor performance. They know that the school needs to do more to improve the progress of those students eligible for the pupil premium so that gaps in attainment close. Board members scrutinise the quality of support given by the local authority carefully and have asked for this support to be more focused and specific.

## 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

<b>Unique reference number</b>	116441
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	408843

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 of pupils on the school roll</b>	932
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Jane Pratt
<b>Headteacher</b>	Charlie Currie
<b>Date of previous school inspection</b>	2–3 May 2012
<b>Telephone number</b>	01256 350606
<b>Fax number</b>	01256 840116
<b>Email address</b>	admin@brightonhill.hants.sch.uk



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