

# The Hamble School

Satchell Lane, Hamble-le-Rice, Southampton, Hampshire SO31 4NE

## Inspection dates

21–22 March 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has completely transformed the culture of the school and the experience of all who learn and work in it.
- With her leadership team, she has taken decisive and highly effective action to improve teaching, learning and behaviour since her appointment in 2015.
- The headteacher, governors and leadership team have created an ambitious and scholarly climate that motivates and inspires pupils and staff alike to do their best.
- Leaders are meticulous in their analysis of assessment information and relentless in making use of it to improve teaching and outcomes.
- Teaching consistently provides high levels of challenge. Pupils know precisely what they need to do to reach their targets because of the high-quality feedback they receive from their teachers.
- Teachers use their strong subject knowledge, clear explanations and skilful questioning to challenge pupils to explain their thinking and consider alternative answers.
- Pupils currently in the school, including disadvantaged pupils and those who have special educational needs and/or disabilities, make good progress in all year groups and in almost all subjects, including in English, mathematics and science.
- The curriculum is broad and balanced and is complemented by a wide range of extra-curricular and enrichment activities that pupils value.
- Pupils conduct themselves well in lessons and around the school. They are polite and welcoming to visitors and they wear their uniforms with pride.
- There is a strong culture of safeguarding in the school. Pupils feel safe and know how to keep themselves safe. Bullying is rare, but when it does occur, pupils say that teachers deal with it effectively.
- Pupils are well prepared for life in modern Britain because they have a good understanding of cultures other than their own.
- Parents and staff are very positive about the school. They particularly value the strong impact that the headteacher has had in a short time.
- Governors hold leaders rigorously to account for pupils' outcomes, in particular for the impact of the pupil premium grant and Year 7 catch-up funding.
- Leaders recognise that a small number of disadvantaged pupils achieve less well than they should and do not attend school regularly enough. They are taking effective action to address both of these issues.

## Full report

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

- Leaders and governors should ensure that differences in achievement between disadvantaged pupils and other pupils nationally continue to diminish, by:
  - further improving the quality of teaching, learning and assessment in all subjects so that disadvantaged pupils, including the most able disadvantaged, make similar progress to all other pupils nationally
  - further improving attendance rates of disadvantaged pupils, in particular those who are frequently absent from school.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher has transformed every aspect of the culture of the school since her appointment in 2015. The school's motto, 'achieving excellence together', underlines the exceptionally high standards which the headteacher models. She has tackled the issues identified at the previous inspection with considerable urgency, energy and impact. A member of staff who responded to Ofsted's online survey said, 'This school is absolutely unrecognisable from the school it was when I first came to work here.'
- Through an astute combination of talent-spotting among existing staff and making new appointments, the headteacher has put together a team of exceptionally strong senior and subject leaders. They are uncompromising in their ambition and have created the conditions in which all pupils can excel. Particularly strong is the culture of accountability which they have established which has brought absolute clarity to the school's strategic aims and day-to-day management.
- Leaders, including subject leaders, conduct regular and meticulous checks on pupils' progress. They identify with precision any gaps in pupils' knowledge, skills and understanding, and set challenging targets for improvement. Leaders closely monitor progress against these targets, holding teachers rigorously to account for pupils' outcomes. As a result of leaders' robust and timely actions, pupils' progress has rapidly improved so that it is now good.
- Leaders' highly effective use of the pupil premium grant has secured substantial improvement in the progress of disadvantaged pupils since 2015. As a result, the majority of disadvantaged pupils currently in the school now make similar progress to all other pupils, particularly in English, mathematics and science.
- Leaders track the progress of pupils who have special educational needs and/or disabilities regularly and accurately. The special educational needs coordinator (SENCo) has a clear and accurate understanding of the priorities for this group of pupils, which she communicates clearly to classroom teachers. She also makes effective use of the Year 7 premium to ensure that those who need to catch up in English and mathematics meet age-related expectations. The SENCo provides skilful leadership to her team of teaching assistants, monitoring their work closely and ensuring they have up-to-date training. Consequently, their impact is strong.
- One of the headteacher's first actions on her appointment was to ensure that more pupils followed a challenging, broad and balanced key stage 4 curriculum. She has continued to make changes to the curriculum so that it stretches all pupils, in particular the most able. For example, an 'express' stream in key stage 3 gives higher prior-attaining pupils access to greater levels of challenge. In addition, teachers offer additional enrichment to around 40% of pupils in the school who either have high prior attainment or a particular aptitude in one or more subject areas. The curriculum is complemented by a wide range of extra-curricular visits and residential trips that are highly valued by pupils.
- Staff feel well supported and are proud to work at the school. Leaders provide an exceptional range of training opportunities for staff, based on an incisive analysis of their needs. Teachers benefit from opportunities to discuss and reflect on the way they

teach with their colleagues. As a result, the quality of teaching, learning and assessment is consistently good and continues to improve.

- Most parents who responded to Ofsted's online questionnaire, Parent View, are very positive about the school. Parents of pupils who have special educational needs and/or disabilities are particularly complimentary, with one writing, 'My son's welfare is at the heart of all that they do.' Parents also recognise the strong impact that the headteacher has had since her appointment. One wrote, 'I think the change in leadership has done great things for the school.'
- Leaders make excellent provision for pupils' spiritual, moral, social and cultural development and for the promotion of British values. A well-planned citizenship programme covers all aspects of personal, social, health and economic education. In addition, pupils have frequent opportunities to learn about and discuss other cultures and religious beliefs. Discriminatory behaviour of any kind is not tolerated, either by leaders, staff or pupils themselves. Leaders also ensure that pupils have opportunities to support charity work and to take leadership responsibilities in school. As a result, pupils are very well prepared for life in modern Britain.
- Leaders are rightly proud of the rapid progress the school has made under their stewardship over the last two years. At the same time, they are keenly aware that they need to do even more to secure an outstanding education for all other pupils. Leaders have correctly identified that a small number of disadvantaged pupils do not achieve to their potential, and are aware that attendance rates for some disadvantaged pupils do not yet match those of all other pupils nationally.

### **Governance of the school**

- Governors have ensured that the areas for improvement identified in the previous inspection have been tackled with urgency and rigour. In particular, they have ensured that the pupil premium grant is used effectively to support the achievement of disadvantaged pupils. Governors hold leaders rigorously to account for the impact of the grant. A member of the governing body acts as a champion for disadvantaged pupils, and sits on a pupil premium working group that identifies priorities for expenditure.
- Governors' approach to safeguarding is exemplary. A named safeguarding governor not only checks that relevant policies are in place, but also confirms their effective implementation.
- Governors take their own training seriously and have worked with a national leader of governance to help them hone their skills.
- Governors have an accurate view of the school's strengths and weaknesses and are ambitious for all pupils in the school. They check what leaders tell them by seeking the views of local authority officers and visiting the school regularly. They do not shy away from setting the headteacher challenging targets, for example in further improving outcomes and attendance of disadvantaged pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective and sit at the heart of everything the school does. Leaders, governors, teachers and other staff give the highest priority to

pupils' safety and well-being.

- The school's arrangements for checking the suitability to work with pupils of all staff and volunteers are exemplary.
- The senior leader with responsibility for safeguarding has received up-to-date training, as have the six members of staff who make up the school's safeguarding team. They ensure that there is always someone on site who is properly qualified to deal with any safeguarding concerns, and they carry out their roles rigorously.
- Staff and governors all receive regular training in keeping pupils safe. Leaders ensure that this training covers all current legislation and best practice guidance, including on protecting pupils from radicalisation and extremism. Governors check training records regularly and talk to staff and pupils to assure themselves that all agreed policies and procedures are being followed.
- Staff are confident in reporting any concerns they may have, and the designated leaders for safeguarding follow up all and any concerns that are reported to them. Leaders work exceptionally well with multi-agency partners. When it is necessary to make a social services referral, leaders are tenacious and determined in ensuring the best outcomes for their pupils.

### Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment has improved significantly since the previous inspection, and is now consistently good in almost all subjects in the school. In English and mathematics, elements of teaching, learning and assessment are outstanding.
- The school's arrangements for assessing pupils' progress and identifying their next steps are particularly effective. Teachers accurately identify any misconceptions which pupils may have and give them precise feedback on their next steps, in line with the school's policy. Consequently, pupils know exactly what they need to do to improve their work in order to meet their challenging targets. Pupils are keen to demonstrate the improvements they have made to their work. For example, in an English lesson a pupil said, 'Please read my work out – I have improved my use of adjectives!'
- Teachers give pupils work to do that stretches them and that is well matched to their needs. Teachers' planning is effective in taking into account the needs of disadvantaged pupils, the most able and those who have special educational needs and/or disabilities. Teachers use their strong subject knowledge to ask probing questions that require pupils to explain their thinking. As a result, teachers build and extend their pupils' knowledge, skills and understanding effectively. This is evident in a range of subjects, and particularly in English, mathematics and science, where there is a definite 'buzz' about learning.
- Levels of challenge are high in almost all subjects. For example, a Year 7 English class relished the opportunity to discuss complex metaphors in a poetry lesson, while in mathematics teachers took every opportunity to enable pupils to deepen their understanding. One pupil told an inspector, 'I love maths – it's challenging!' Homework is set regularly and pupils say that they find it valuable in helping them to consolidate their knowledge.

- Well-established routines mean that not a minute is wasted in lessons. Pupils are punctual, bring the right equipment and work as hard as they can. They want to do well and have very positive attitudes to their learning. Teachers follow the school's policy on rewards and sanctions consistently. As a result, pupils behave well and are respectful of others' opinions.
- In the very few subject areas where teaching is less effective, pupils are given work to do that is insufficiently challenging. As a result, pupils make slower progress and take less pride in their work. Leaders are aware of this and are taking effective action to ensure that the quality of teaching is consistently good in every subject.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and successful learners. They take pride in their work and talk with enthusiasm about the subjects they study and the extra-curricular clubs they attend.
- The school caters well for pupils' physical development. Well-maintained sports facilities provide good opportunities for pupils to follow a broad physical education curriculum, including competitive sport, and to take part in a wide range of clubs.
- Pupils benefit from a wide range of trips and visits organised by their teachers. For example, pupils who took part speak highly of a recent study day at the University of Southampton.
- Pupils' emotional well-being and safety are high priorities at the school. Year leaders know their pupils well and ensure that vulnerable pupils receive the support they need. Pupils say they feel safe in school and feel confident about talking to their teachers if they have any problems.
- Leaders ensure that pupils have a range of opportunities to take responsibility and develop their leadership skills. Pupils value these opportunities, and are keen to apply for roles as senior or junior prefects, as well as for roles as house, sports or charity captains.
- Pupils know how to keep themselves safe, including when using the internet. They are clear in their rejection of all forms of bullying, including racist and homophobic bullying. They say that bullying is infrequent, but that when it does happen, teachers deal with it robustly. The school's own records confirm that incidents of bullying are increasingly rare.

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite and respectful to their teachers, to visitors and to each other. They wear their uniforms with pride and keep their environment clean, tidy and free from litter.
- Behaviour in lessons is consistently good, while in corridors and in the school grounds pupils behave sensibly. Pupils arrive punctually to their lessons, have the right

equipment with them and settle quickly to their work.

- Historically, rates of exclusion have been high. However, fixed-term exclusions have fallen sharply over the last two years and continue to fall.
- Overall attendance has improved significantly in the last two years, and is now slightly below the national average. The attendance of those pupils who are frequently absent has also improved as a result of effective action taken by school leaders. However, leaders concede that the attendance rates of disadvantaged pupils are still too low when compared to national figures. Leaders work closely with the families of pupils whose attendance is a concern, and their efforts are beginning to bear fruit.
- A small number of pupils whose behaviour and attendance have put them at risk of exclusion are dual-registered in one of two pupil referral units (PRUs) that the school works with. Pupils who attend the PRUs are safe, are taught how to keep safe, and in the majority of cases meet the targets for attendance and behaviour set for them.

## Outcomes for pupils

**Good**

- The most recent published outcomes for pupils at the school show a significant improvement compared to 2015. In 2016, pupils' overall progress from their starting points was similar to that found nationally. Progress in English, mathematics and modern foreign languages was also in line with national averages. However, the progress made by pupils in science and humanities was below that found nationally.
- The progress of disadvantaged pupils from their starting points was similar to that of all other pupils nationally in English and in modern foreign languages. However, disadvantaged pupils' progress was below that of other pupils nationally overall, and specifically in mathematics, science and humanities.
- Pupils who have special educational needs and/or disabilities made progress similar to all pupils nationally overall, as well as in English, mathematics, science, modern foreign languages and humanities. However, pupils with high prior attainment made less progress than their peers in all subjects.
- The proportion of pupils who attained good passes at GCSE in English and mathematics was slightly above the national average.
- Leaders have addressed any areas of relative weakness in the 2016 outcomes with urgency and impact. For current pupils in all year groups, including disadvantaged pupils, those who have special educational needs and/or disabilities, and the most able, progress for the majority of pupils is good, including in science and humanities.
- Between 2015 and 2016, the differences in outcomes between disadvantaged pupils and other pupils in the school diminished significantly. For current pupils who are disadvantaged, these differences have diminished even further. Pupils' workbooks in a range of subjects show little or no difference between the progress of disadvantaged pupils compared to all other pupils. Similarly, as a result of effective action by leaders and teachers, the most able pupils in the school are making strong progress in most subjects, including in English, mathematics and science.
- Leaders have established a strong culture of reading. Pupils read widely and often as a result of a focus on reading that permeates the whole school. The library is bright and

welcoming. At break and lunchtimes, it bustles with pupils choosing new books, while pupils in key stage 3 have regular reading lessons as part of their English lessons. Regular competitions and events such as World Book Day further highlight reading, and pupils take part in them enthusiastically. One pupil said that the library was the best place in the school.

- A small number of pupils in Years 9 to 11 are educated for all or part of their week in one of two local PRUs. They follow a curriculum adapted to their needs and are making reasonable progress towards their targets.
- Pupils are well-prepared for their next steps. They achieve outcomes that permit them to take up appropriate post-16 opportunities. The proportion of pupils who do not secure further education, training or employment when they leave school is much lower than that found nationally. However, leaders are assiduous in following up and continuing to support the small number of pupils for whom this is the case.
- A small number of disadvantaged pupils do not make as much progress as they should. Leaders are taking effective action to address this.

## School details

Unique reference number	116413
Local authority	Hampshire
Inspection number	10024508

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

Type of school	Secondary Comprehensive
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	840
Appropriate authority	The governing body
Chair	Gary Camfield
Headteacher	Lisa Croke
Telephone number	023 8045 2105
Website	<a href="http://www.thehambleschool.co.uk">www.thehambleschool.co.uk</a>
Email address	<a href="mailto:general@thehambleschool.co.uk">general@thehambleschool.co.uk</a>
Date of previous inspection	4–5 December 2014

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is a slightly smaller-than-average-sized secondary school.
- The majority of pupils at the school are of White British heritage.
- Pupils' attainment on entry to the school is broadly average. However, the Year 11 cohort who sat their GCSE examinations in 2016 had key stage 2 attainment significantly below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is higher than that found nationally.
- The proportion of disadvantaged pupils supported by the pupil premium is similar to the national average.
- The school meets the government's current floor standards, which set the minimum

expectations for pupils' attainment and progress.

- A small number of pupils in Years 9 to 11 are dual-registered in alternative provision at two nearby PRUs.

## Information about this inspection

- Inspectors visited 70 lessons, mostly jointly with a member of the senior leadership team.
- Inspectors also met with senior and middle leaders to discuss aspects of the school's work.
- The lead inspector met with the chair of the governing body and four members of the governing body. He also met with the local authority officer linked to the school.
- Pupils' views about the school were taken into account by meeting with groups of pupils and through analysis of 27 responses to Ofsted's online pupil survey.
- Inspectors also considered the views of parents by analysing 103 responses to Ofsted's online questionnaire, Parent View, and 85 free-text responses.
- The views of members of staff were taken into account through analysis of 66 responses to the staff survey.
- Inspectors scrutinised documentation including the school's self-evaluation, minutes of the governing body and notes of external visits carried out by local authority officers.
- Inspectors reviewed pupils' learning over time in their workbooks.
- Safeguarding procedures at the school were reviewed.
- An inspector spoke with the headteachers of The Bridge Education Centre and The Compass School on the telephone to discuss the progress of pupils from the school who are dual-registered there.

## Inspection team

Gary Holden, lead inspector	Her Majesty's Inspector
Alistair Brien	Ofsted Inspector
Sue Bullen	Ofsted Inspector
Lizzie Jeanes	Ofsted Inspector
Andrew Foster	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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