

# Hanson School

Sutton Avenue, Swain House Road, Bradford, West Yorkshire BD2 1JP

## Inspection dates

10–11 January 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
16 to 19 study programmes	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- For the last seven years, unresolved legal and financial issues have prevented the school from becoming an academy.
- The 2017 GCSE results show that Year 11 pupils did not make good progress from their starting points at key stage 2.
- Students do not make consistently good progress on academic courses in the sixth form and the variation in performance between subjects is too great.
- Teaching does not meet the needs of the most and the least able well enough. Questioning does not consistently extend or deepen pupils' understanding. Some lessons are not sufficiently demanding.
- Some subject leaders, a few of whom are new to their roles, have not had sufficient impact on improving the teaching and learning and pupil outcomes at key stage 4 and in the sixth form.
- Due to past weaknesses in financial management, pupil premium funds prop up the school budget, instead of improving the achievement and welfare of disadvantaged pupils.
- Disadvantaged pupils, pupils with low prior attainment and mainstream pupils who have special educational needs (SEN) and/or disabilities make insufficient progress.
- The persistent absence and exclusion of disadvantaged pupils and of those who have SEN is too high. Too many pupils are not punctual to school.

### The school has the following strengths

- The headteacher and senior leadership team have improved the quality of behaviour and the quality of teaching and learning.
- The GCSE results improved in 2017.
- The partner academy trust is providing extensive and effective support for the school.
- The governing board provides strong challenge and support for school leaders.

## Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Improve the quality of teaching and learning and increase the progress and attainment of pupils, especially the disadvantaged and those who have SEN and/or disabilities, by:
  - sharpening the precision and impact of actions to improve the progress of underachieving pupils
  - providing more stretch and challenge for the most able
  - improving the quality and consistency of questioning
  - ensuring that teaching engages pupils' interest and motivation more consistently
  - strengthening the consistency with which teachers apply the school's assessment and feedback policy.
- Improve pupils' personal development, behaviour and welfare by:
  - intervening earlier and more accurately to tackle emerging patterns of persistent absence of disadvantaged pupils and those who have SEN and/or disabilities
  - improving the punctuality of pupils by making sure that they arrive at school on time
  - ensuring that improved behaviour leads to a reduction in fixed-term exclusions.
- Increase the progress students make on academic courses in the sixth form by:
  - ensuring that improved systems for identifying underachievement, and earlier targeted support, accelerate students' progress
  - sharing effective practice more systematically to overcome the inconsistency in students' performance in different subjects
  - developing students' skills in academic writing and making sure that they use private study time productively.
- Strengthen the role and impact of subject leaders in improving the quality of learning and pupil outcomes at key stage 4 and in the sixth form.
- Work with the Department for Education and the local authority to resolve the long-standing legal and financial obstacles that prevent the school from becoming an academy.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Unresolved contract issues to do with premises, including a large legacy of debt, have prevented the school from becoming an academy. The Department for Education and the local authority have failed to overcome these financial and legal difficulties for the past seven years. During this time, temporary support from different academy trusts and numerous changes of headteacher have prevented long-term strategic planning, limiting the effectiveness of leadership and management and contributing to a slow pace of school improvement.
- The current partnership with The Gorse Academies Trust is providing valuable support and the pace of improvement is rapid and secure. However, the contract with the academy trust is temporary. It is uncertain when Hanson School will become an academy or whether it will remain a maintained school.
- The school also has a large in-year deficit that results from long-term weaknesses in financial management. With the support of The Gorse Academies Trust, leaders and the governing board have successfully restructured the staffing of the school, reducing overall numbers and the costs of staff. The leadership structure is leaner and roles and responsibilities have been clarified. Although this has reduced costs considerably, a large in-year deficit remains. Plans are in place to reduce it further over the next three years.
- The school has used its large sum pupil premium fund mainly to support the school budget and offset the deficit, instead of providing targeted support for disadvantaged pupils. As a result, the pupil premium funding has had limited impact on the overall progress and attendance of disadvantaged pupils. The use of Year 7 catch-up funding is having more impact on pupils' literacy than numeracy.
- Some subject leaders have had too little impact on improving teaching and learning, the GCSE outcomes or the academic achievement of students in the sixth form. Some middle leaders are new to their roles and need further professional development.
- The headteacher is passionately committed to the school's improvement and has gained the respect and support of pupils, staff and governors. He has raised expectations of pupils' behaviour and their progress. The strong senior leadership team supports him well. Staff morale and optimism have increased. Staff have accepted the changes in the staff structure and the higher levels of accountability.
- The headteacher and senior leadership team have improved the quality of behaviour, the stability of staffing and the management of temporary staff. These actions have contributed significantly to the improvements in teaching and learning. Staff and pupils praise the impact of these changes, which have begun to improve the progress pupils make in lessons, especially in English, mathematics and science.
- The partnership with The Gorse Academies Trust has built on improvements already established by the headteacher and senior leaders. Working with the trust has strengthened senior leadership, improved governance and provided valuable access to teaching resources and professional development. Staff are beginning to adopt

strategies from the partner trust across the school. This is accelerating the impact of actions to establish consistency in teaching, learning and assessment.

- Staff welcome the increased opportunities for professional development. Leaders are implementing a well-considered strategic and staged approach to developing the quality and consistency of teaching and learning. This is having a definite and positive impact in classrooms. Leaders have an accurate evaluation of the quality of teaching and know what to do to bring about improvement.
- A small group of lower ability pupils follow a separate curriculum pathway that does not meet their needs well and contributes to lower outcomes by the least able. Leaders plan to improve the curriculum provision for this group in the next school year. Reorganisation of the banding of teaching groups at key stage 4 has narrowed the range of ability in a class to sharpen the focus of teaching. At key stage 3, the curriculum is broad and balanced with an appropriate emphasis on the core subjects and some choice of subjects in Year 9.
- The school provides a comprehensive programme of learning and extra-curricular activities that promotes pupils' spiritual, moral, social and cultural development.
- The leader of the Bradford local authority Additionally Resourced Centre (ARC) for pupils who are deaf, hearing impaired or with vision impairment is on the school's senior leadership team. This arrangement has ensured that leaders regularly review the training needs of specialist and mainstream staff and meet the needs of these pupils.
- Parents and carers appreciate the improvements that the headteacher has brought about. They accurately state that the quality of teaching is not consistent and that communication with parents is not as good as it should be. Leaders have plans in place to improve the outdated website and to update school policies.

### **Governance of the school**

- The membership of the governing board represents the partner trust, the school and the local authority. The governing board has a high level of educational expertise and meets frequently to support and challenge the leadership of the school. Governors demonstrate an astute understanding of school priorities. Governors acted decisively to support leaders' implementation of the staffing restructure and to reduce the deficit. They are systematic and rigorous in their demands for reports from senior leaders. They keep a close watch on any safeguarding concerns and check that safeguarding training is up to date.
- Governors acknowledge that pupil premium funding has not promoted equality and has not met the needs of disadvantaged pupils, due to the budget deficit. Governors recognise that inconsistency in the quality of teaching has had a greater negative impact on disadvantaged pupils, low attaining pupils and pupils who have SEN and/or disabilities. They recognise that actions to tackle the poor attendance of disadvantaged pupils are recent and have had too little impact.

### **Safeguarding**

- The arrangements for safeguarding are effective. The large team of staff, dedicated to safeguarding, records issues and actions carefully and chronologically. They use this

information effectively to identify emerging patterns and risks. Staff follow up safeguarding issues tenaciously and liaise effectively with external agencies to provide support for vulnerable pupils. Staff check that pupils at alternative provision are safe.

- The school trains staff appropriately and keeps them up to date. The school promotes pupils' awareness of the dangers when using social media. Adults supervise the school environment well to ensure safe movement. Leaders ensure that any allegations against staff are investigated appropriately.

## Quality of teaching, learning and assessment

**Requires improvement**

- A legacy of weak teaching caused by the past high level of staff absence and frequent use of temporary staff led to the low GCSE outcomes in 2015 and 2016.
- Improved teaching led to some improvement in GCSE outcomes in 2017. The quality of teaching and the use of assessment are inconsistent and pupils' learning requires improvement.
- Teachers do not identify and meet the needs of lower ability pupils, or those who have SEN and/or disabilities, consistently well. In some cases, the work they are given is undemanding and pupils get bored and distracted. In other cases, teachers do not provide enough support to enable them to succeed. Support staff do not meet the specific needs of pupils accurately enough.
- Some questioning probes and extends pupils' understanding well, tackles misconceptions effectively and stimulates pupils to develop their oral skills. On other occasions, teachers too easily accept brief or one-word answers or do not solicit answers from a range of pupils.
- Too often, the work set for pupils does not meet the needs of the least able, or challenge the most able. Teachers are beginning to make effective use of the school's approach to seating plans to record the needs of pupils and actions to meet them. In some cases, this leads to action, in others, it remains as information.
- Teachers are implementing the school's new policy on assessment and feedback inconsistently. In some cases, pupils reflect on and improve their work well. In others, feedback is more rudimentary and less useful to pupils.
- Hearing and visually impaired pupils receive effective help from support staff. Skilled staff use sign language well and provide effective visual resources for the hearing impaired. Individually tailored braille, tactile and large print resources enable visually impaired pupils to make steady progress in their subject learning.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Leaders recognise that they do not promote pupils' aspirations well enough. Leaders allowed too many pupils with low GCSE grades to take academic courses in the sixth

form that they were not suited to and did not succeed in. Current procedures provide pupils with appropriate guidance on post-16 choices. The quality of information, advice and guidance is improving.

- The monitoring and evaluation of pupils' well-being at alternative provision are not coordinated tightly enough. However, staff check regularly that pupils are safe. Leaders have radically reduced the use of alternative provision as it was contributing to low outcomes. Those at alternative provision are on target to achieve their qualifications. Some are making better progress at college than they did at school.
- Staff do not always respond to complaints about pupils' welfare effectively enough.
- The school makes effective provision for vulnerable pupils at social times and through personalised timetables.
- Pupils are confident that adults deal well with the few incidents of bullying. The school communicates clear anti-bullying messages. Bisexual and gay pupils are accepted by others. Pupils of different ethnic backgrounds say they get on well with each other.
- Hearing and visually impaired pupils are integrated well into the life of the school. Dedicated support from ARC staff effectively promotes the social and emotional development and independence of the hearing and visually impaired pupils.
- Most pupils say they feel safe, most of the time. Pupils develop their awareness of a wide range of dangers, including the dangers of sexting and online grooming.
- The school promotes positive relationships well in its programme of personal, social and health education and assemblies. Leaders have identified that work to promote understanding of diversity and British values does not begin early enough in key stage 3. Sometimes, teachers do not use tutor time effectively to promote pupils' personal development.

## **Behaviour**

- The behaviour of pupils requires improvement.
- Some pupils get bored and fidgety in undemanding lessons. On occasion, a few pupils are rowdy at break and there is a bit of pushing and shoving in dinner queues.
- Staff and pupils say that much improved behaviour has contributed to more productive teaching and learning. Staff and most pupils welcome the new positive discipline policy introduced in September. Pupils understand the system and respond well to the frequent praise and rewards. The school has banned mobile phones during the school day and pupils and parents have accepted this with little complaint.
- A few pupils, particularly older boys, have resisted the higher expectations of behaviour and stricter discipline. As a result, the level of fixed-term exclusions and use of the isolation room have spiked.
- The atmosphere and movement in the school are calm and orderly and most pupils behave respectfully and cooperatively.
- Attendance has increased over the last three years but remains below average. Persistent absence remains high, particularly by disadvantaged pupils and pupils who

have SEN and/or disabilities. This is partly because the school also excludes these groups more frequently.

- Punctuality to school is not good enough.

## Outcomes for pupils

## Requires improvement

- In 2015 and 2016, Year 11 pupils made poor progress at GCSE. In 2017, overall progress at GCSE improved but remained well below average.
- The limited progress made by disadvantaged pupils overall across subjects remains a key weakness. In 2017, disadvantaged pupils made improved progress in English and mathematics. However, their progress remained below that of other pupils nationally, especially in mathematics. School information shows that the current gap between disadvantaged pupils and others in Year 11 has diminished in English and mathematics compared with the previous year.
- In 2016, all ability groups in Year 11 made equally poor progress at GCSE. In 2017, the overall progress of middle and high ability pupils increased but remained well below average. The progress of pupils with low prior attainment improved but remained weak.
- Mainstream pupils who receive support for SEN do not make enough progress. The gap between their progress and all pupils in Year 11 is wide this year as in the previous year. Pupils in lower sets across the school have not received good enough teaching or effective enough additional support to meet their specific learning and behavioural needs. The provision for lower sets has improved in the current school year.
- In 2017, the progress Year 11 pupils made in humanities and technology subjects remained well below average.
- In 2017, the proportion of pupils who gained at least grade 4 in both GCSE English and mathematics increased from one third to half of pupils. This reflects the improved progress that Year 11 pupils made in English and mathematics. In the previous two years, pupils underachieved considerably in English, mathematics and science. In 2017, pupils' progress was below average in these key subjects.
- The school predicted the 2017 GCSE results accurately. Recent mock examinations indicate that the current Year 11 have made better progress in English and mathematics than in previous years.
- Hearing and visually impaired pupils receive dedicated and skilled support and develop well. They have made more progress at key stage 3 than key stage 4 as younger pupils have benefited from improved staffing and leadership of the ARC.
- Pupils with weak literacy skills in Years 7 and 8 are receiving effective support to help them catch up. Pupils with weak numeracy skills have not made as much progress.

## 16 to 19 study programmes

## Requires improvement

- The progress students made in academic subjects at A level has remained significantly below average for the last three years. Students achieved poorly in some subjects and much better in others.
- In 2017, A-level students who took the popular subjects of biology, chemistry and mathematics made poor progress. This was because students who entered courses with relatively low GCSE grades did not make enough progress. Students made strong progress in A-level psychology.
- Leaders have adopted a more rigorous approach to sixth-form entry requirements and now test any students with low entry qualifications to check they have the ability to succeed. Following improved advice, information and guidance, Year 12 students are on suitable courses.
- The quality of teaching and learning in the sixth form is inconsistent. Some students do not develop their academic writing skills well enough. Some teaching is not effective enough in enabling pupils to meet the requirements of A-level examinations. Leaders have not shared the most effective practice in sixth-form teaching widely enough.
- In 2016, students made weak progress on applied general courses. By contrast, students made strong progress in 2017, including in applied science, sport, health and social care and public services. This was because leaders took a firmer approach to making sure that students completed work, met deadlines and studied at school instead of taking study leave. Some students do not use their private study time productively and require firmer guidance.
- In 2016, the retention of students from Year 12 to Year 13 was below the national average on academic courses and above the national average on applied general courses.
- In 2017, over half the students re-taking GCSE mathematics and three quarters of those re-taking English improved their grade. Overall, students improved by half a grade on average.
- Leaders have improved attendance in the sixth form by introducing an electronic signing-in system. As a result, staff follow up student absence promptly.
- Sixth-form leaders have tightened the monitoring of student progress and have strengthened systems for reviewing subject performance with subject leaders. Leaders have introduced catch-up sessions for students who are falling behind. It is too early to see the impact on academic outcomes.
- An appropriate range of enrichment opportunities enables students to develop their personal, social and employability skills. All Year 12 students benefit from work experience. Students value the information, advice and guidance about post-16 destinations.



## School details

Unique reference number	107440
Local authority	Bradford
Inspection number	10045355

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

Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1536
Of which, number on roll in 16 to 19 study programmes	380
Appropriate authority	The governing board
Chair	Terry Elliott
Headteacher	Richard Woods
Telephone number	01274 776 200
Website	<a href="http://www.hansonacademy.org.uk">www.hansonacademy.org.uk</a>
Email address	<a href="mailto:info@hansonacademy.org">info@hansonacademy.org</a>
Date of previous inspection	25 February 2015

## Information about this school

- The Department for Education made an order to change Hanson School into an academy in 2011, after Ofsted first put the school into special measures in November 2010. The Department for Education has not implemented the academy order and Hanson School is not an academy.
- Hanson School came out of special measures in February 2013 but went into special measures again in February 2015. The school has been in special measures for five of the last seven years. During that time, the regional schools commissioner brokered support from three academy trusts and the school has had eight headteachers. The current partnership with The Gorse Academies Trust started in March 2017. The

regional schools commissioner's service level agreement with The Gorse Academies Trust to support Hanson School continues until July 2019.

- The governing board replaced the interim executive board in March 2017. It includes representatives from The Gorse Academies Trust and the local authority.
- The current headteacher started in an interim role in April 2016. The governing board appointed him as the substantive headteacher in March 2017.
- In 2016, the school did not meet the government's floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school meets the Department for Education's definition of a coasting school based on key stage 4 academic performance results in 2014, 2015 and 2016.
- It is larger than the average-sized secondary school, with a sixth form.
- The proportion of secondary pupils supported by the pupil premium is well above the average for secondary schools.
- The proportion of pupils from minority ethnic backgrounds, and of those who speak English as an additional language, is well above average.
- The proportion of pupils who receive support for SEN and/or disabilities is above average. The proportion of pupils who have an education, health and care plan or a statement of SEN and/or disabilities is high.
- The school hosts Bradford's Additionally Resourced Centre (ARC) for pupils who are deaf, hearing impaired or with vision impairment. There are currently 42 pupils, from the wider Bradford area, who are supported by this provision. They are on the school roll, integrated into the school and follow a normal timetable. All ARC pupils also receive additional specialist support and teaching. The Bradford Council Sensory Service, based in Hanson School, provides the specialist teaching and support.
- The school currently uses the following alternative providers for a small number of pupils: Bradford College, Tracks Education.
- The school does not meet requirements on the publication of specified information on its website.
- The school does not meet requirements on the publication of information about its exclusions policy, the school's most recent results and a link to the performance tables, pupil premium funding and Year 7 literacy and numeracy catch-up funding on its website.

## Information about this inspection

- Inspectors observed teaching and learning in 34 lessons in the main school and the sixth form. Inspectors carried out some observations jointly with senior leaders.
- Inspectors looked at pupils' work in lessons and reviewed a selection of pupils' books with school leaders.
- Inspectors talked to pupils about their learning and their experiences at school.
- Discussions were held with the headteacher, senior and middle leaders, members of the governing board, representatives of The Gorse Academies Trust, a local authority representative and groups of pupils. An inspector spoke to two alternative providers by telephone.
- Inspectors checked the school website and evaluated a wide range of school documents, including the school's self-evaluation, information about pupils' progress and behaviour and attendance and safeguarding records.
- The inspection took account of 38 responses from parents to Ofsted's online questionnaire, Parent View, 35 written responses online, two telephone calls and one meeting with parents. Inspectors also took account of 55 responses from staff to the Ofsted online questionnaire.

## Inspection team

Bernard Campbell, lead inspector	Her Majesty's Inspector
Tricia Stevens	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Stephen Crossley	Ofsted Inspector
Mark Burgess	Ofsted Inspector

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