

## Final Assessment of IQM

<b>Name of School:</b>	Hollingworth Business & Enterprise College
<b>Headteacher:</b>	Mr Colin Burnett
<b>Date of assessment:</b>	14 <sup>th</sup> , 15 <sup>th</sup> & 16 <sup>th</sup> April 2008
<b>Final assessor/s:</b>	Tim Oakes
<b>Successful:</b>	Yes - Subject to IQM ratification

### Context of the school

Hollingworth Business and Enterprise College is a slightly larger than average school with just over 1100 pupils on roll. It is situated in the southern part of Rochdale Local Authority, and is close to Oldham LA, from which it takes a significant minority of pupils. Over recent years the school has become increasingly popular and due to this has taken numbers above its nominal admission limit and from across Rochdale.

Statistically, the social and economic profile of its pupils is close to national averages, although a number come from an area with traditionally low aspirations in relation to education and future employment prospects. Pupils have entered the school with standards of attainment that are broadly in line with the national average, although these have been higher in the last two years. The school achieved specialist status as a Business and Enterprise College in July 2006 and in July 2007 received a very positive report following an HMI visit looking specifically at its curriculum innovation. The school also has the Artsmark Gold and the Sportsmark Bronze awards. It is scheduled for a new build under the Building Schools for the Future programme.

### Portfolio and other supporting evidence

A comprehensive Portfolio of Evidence was provided, and this included the 2007 Raise Online and the Self Evaluation Form, as well as a full range of both generic and specific documentation to demonstrate achievement in each of the standards in all elements.

This evidence was supplemented during the Assessment by interviews with pupils, parents, governors and various teaching and support staff, as well as a guided tour of the school and visits to a number of lessons, Tutor time and an Assembly.

## **Pupil Progress**

### **Strengths:**

- The academic, intellectual, social and physical progress of pupils is very good
- Standards of Achievement (academic progress as reported in Raise-online) are particularly high and within the top 15% of schools nationally
- The social and emotional progress of most pupils.
- There is a comprehensive system of setting and tracking progress towards individual pupil targets in all subjects. The pupils themselves are involved with this and are aware of what levels/grades they are working at, and what they need to do reach higher levels.
- The support given to pupils at key transition times, especially through the mentors with responsibility for these on transfer from primary and progression beyond the end of Year 11
- The very low number of NEETs (Not in education, employment or training) amongst pupils after leaving school

### **Areas for development:**

- To further raise the standards achieved by pupils who come into the school with the higher levels of attainment and to monitor the proportion of pupils who achieve the highest GCSE grades. This could incorporate more challenging in school enrichment activities for Gifted and Talented pupils.
- To identify the pupils whose attendance declines as they move up the school and support them to regain their best level

## **Pupil attitude, values & personal development**

### **Strengths:**

- Throughout the school pupils demonstrated very positive attitudes, behaviour and relationships. This enabled the few instances of less positive behaviour seen to be dealt with effectively and unobtrusively
- Pupils are involved in their own learning and personal development, as exemplified in the Pupil Self Review and Planning processes that include meetings with parents, the Attitudes to Learning standards, and the new format and content of Annual Reports
- The effectiveness of the “Referrals” system that promotes and rewards positive attitudes, work and behaviour and also allows monitoring and intervention with any decline in standards of these.
- The effectiveness of support provided by the “pastoral” systems and especially the non teaching Year Managers and Learning Mentors.
- The development of a comprehensive programme of PSHCE that includes a unit on Inclusion
- The use of Tutor time in supporting the building of positive relationships
- The range of enrichment and extra curricular activities

### **Areas for development**

- Further analysis of, and strategies to reduce, the decline in attendance of a small proportion of pupils as they move up the school
- Maintaining the reduction in the number of fixed term and permanent exclusions

### Strengths:

- There is a clear, strong and shared vision throughout the school of an inclusive philosophy and ethos, that is matched by actual policy and practice, and is aimed at genuinely getting the best out of everyone. To quote a member of non teaching staff “*in this school every child really does matter*”
- The effectiveness of the strategic leadership that is also reflected in the operational implementation of improvement plans.
- Self evaluation that is accurate and honest and, despite the many strengths of the school, is focussed on making it even better

### Areas for development:

- To maintain the momentum of continual school improvement, especially in the context of major area initiatives including the introduction of Diplomas and BSF development

## Staffing system & organisation

### Strengths:

- Staffing organisation, systems and structures are comprehensive, coherent and effective in delivering the high quality education experience for pupils
- The opportunities and involvement of all staff in their own and others Professional Development is an important contributor to the school’s ongoing improvement
- Performance management and evaluative quality assurance processes result in professional and constructive accountability in which staff know what is expected of them and feel both supported and challenged in achieving their own best
- Low staff absence, which in itself reflects other strengths

### Areas for development:

- To continue working towards even greater consistency and ensuring that any elements of complacency are not allowed to “*take hold*”

### Strengths:

- Despite the constraint of the building's designs the physical environment reflects the inclusive ethos and values of the school
- Classrooms displays, mostly of pupils' work, transform them into stimulating learning environments
- The SEN base integration within the Learning Resources Centre so that the area is seen as a hub for the whole school

### Areas for development:

- Trying to ensure that BSF funding improves, rather than constrains, continuing delivery of high quality inclusive education provision
- Exploring the feasibility of using displays to brighten up areas of the school that currently have little natural attractiveness

## Teaching & Learning

### Strengths:

- The HBEC lesson model as a standard that successfully promotes good and outstanding learning and teaching
- The whole school systems for setting challenging targets, tracking progress towards meeting these, and using appropriate and individual intervention strategies for those pupils who are underperforming
- Curriculum innovation - and especially introduction of Accelerated, Alpha & Beta groups into year 8 and the operation of a June to June school year
- The integration of the "Attitude to Learning" framework into pupil assessment
- The embedding, in some subjects, of very effective Assessment for Learning practice and the integration of AfL into the new Annual Reports format

### Areas for development

- Developing greater consistency with AfL across all subjects and teachers to ensure that the best practice is common to all

### Strengths:

- Subjects are well resourced and these resources are used to potential and clearly directed towards pupils' achievement
- General ICT provision, and especially the issue of PDAs to Beta group pupils
- The E Learning Centre
- Pupil (and near future plans for parent) as well as staff access to the computer based Referrals system
- Developing, with some already very good, practice in use of interactive white boards
- Developing, with some already very good, practice in use of the VLE
- Use of the school's intranet by staff across the school

### Areas for development:

- Extending use of best practice with the VLE and IWBs
- Producing a Pupil and Parent Guide to safe use at home of social networking sites on the internet
- Pupils commented that having an Astroturf facility would greatly improve the sporting and physical activities opportunities

## Parents & Carers

### Strengths:

- Parents feel that the partnership with school is genuine and very strong. The school is friendly and welcoming, communications are good, and the school is very good at responding quickly to any concerns, as well as any positive ideas
- Parents are fully informed about pupils' progress and achievements
- The parents spoken to struggled to think of anything that could be done to improve the school – a truly high accolade!

### Areas for development:

- Implementation of the plans to enable parental access to the Referrals system
- Use of the E Learning Centre to engage some of the "harder to reach" parents with their child's, and indirectly their own, learning

## **Governors, External Partners & Local Authority**

### **Strengths:**

- Governors are supportive of, committed to, and involved with the school. They share in the feeling of pride in its successes and have a good grasp of its strengths and challenges
- The school works closely and successfully with a wide range of external partners and service providers

### **Areas for development:**

- Governors to be involved more directly in school self evaluation through processes of writing, reviewing and endorsing the SEF
- Increasing involvement of external partners in the self evaluation processes
- Taking full advantage of the opportunity provided by the introduction of the 14-19 Diplomas to extend local education partnerships.

## **The Community**

### **Strengths:**

- The school has a good, and still improving, reputation within the local community
- Links and involvement with Business partners, especially through the Business College specialism
- The E Learning Centre has been a focal point for popular adult training in ICT, including accredited CLAIT and ECDL courses
- Links and sharing of teaching expertise and facilities with local primary schools
- Links with local FE Colleges, both in terms of providing vocational opportunities for current pupils and also progression into post 16 education

### **Areas for development:**

- Planning for BSF to incorporate the role of the new school as a genuine community hub and a wider service Extended School

## **Summary**

Hollingworth is undoubtedly a very successful inclusive school. It meets the needs of the range of pupils that attend the school.

Pupils are proud of and enthusiastic about their school, as are their parents. Their attitudes and behaviour are very good, they are well cared for and supported, and the high quality of teaching enables most of them to be engaged with their learning. As a consequence they make very good progress in their academic, social and personal development.

The school is very well led and managed. There is a clear and strong inclusive vision and philosophy that is shared by teaching and support staff, who are friendly and welcoming and model the high expectations that they have of their pupils. Everyone works hard to ensure that all pupils have the very best physical, emotional and learning environment that leads to such high levels of achievement. Despite its much strength the school is not complacent and is continually looking at how it can improve further.

The Governing Body are committed to and supportive of the school and meet regularly in order to ensure they can best help it to succeed. The school works very well with a wide range of external partners and is an integral part of the local community.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark.

**Assessed By: Tim Oakes**

**Date: 21<sup>st</sup> April 2008**