



Hodgson High School Technology College

Inspection Report

Unique Reference Number 119713
LEA Lancashire
Inspection number 280641
Inspection dates 14 September 2005 to 16 September 2005
Reporting inspector Garry Jones

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

Type of school	Comprehensive	School address	Moorland Road
School category	Community		Poulton-le-Fylde
Age range of pupils	11 to 16		Lancashire, FY6 7EU
Gender of pupils	Mixed	Telephone number	01253 882815
Number on roll	1149	Fax number	01253 899971
Appropriate authority	The governing body	Chair of governors	Mr M Wills
Date of previous inspection	1 September 2000	Headteacher	Mr C Simkins

Age group 11 to 16	Inspection dates 14 September 2005 - 16 September 2005	Inspection number 280641
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Introduction

The inspection was carried out by three of Her Majesty's Inspectors of Schools and two additional inspectors.

Description of the school

Hodgson High School Technology College is a larger than average comprehensive school serving a wide catchment area within the Wyre district of Lancashire. The area has below average levels of social and economic deprivation and the percentage of pupils entitled to free school meals is low. The number of students with special educational needs has declined over recent years and is below the national average. The pupils are predominantly white and the number of pupils from other ethnic groups is low. The school is an established specialist school for Technology and this has supported extensive links to neighbouring schools and to the wider community. The school has attained Investors in People, Sportsmark and the Charter Mark for Excellence.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, which provides very good value for money. The quality of teaching is good and ensures that the pupils achieve high standards and make good progress. The curriculum is well designed to provide a range of pathways to ensure the pupils are prepared well for further education or training. This is supported by effective partnership working with post-16 providers and local employers. There is outstanding care and guidance provided for all the pupils which enables them to flourish in a calm and ordered environment and to make good progress in their personal and social development. The pupils' attitudes to school and their behaviour are exemplary. The success of the school is due to the excellent leadership and management provided by the head teacher and his senior team. This group and indeed all staff work in close collaboration with the effective governing body to drive the school forward. They complete rigorous self evaluation and know the school's strengths and weaknesses well. They have established the correct priorities for improvement and have a track record of achieving their goals.

not applicable

What the school should do to improve further

- Improve the use of information and communication technology to monitor the pupils' progress and attainment.
- Use information and communication technology more consistently to enhance learning in lessons.
- Further develop teaching to increase the proportion judged good and outstanding

Achievement and standards

Grade: 2

The overall standards of attainment and rates of progress are good, but there are variations between subjects and between key stages.

The majority of the pupils enter the school in year 7 having achieved higher than average standards. During Key Stage 3 satisfactory progress is maintained and by the end of year 9 the overall attainment is significantly better than that found nationally and in the case of mathematics and science is exceptionally high. Standards in English have slipped slightly over the last two years; however, this year's results indicate that the improvements planned by the school have been achieved.

By the end of Key Stage 4 the pupils have made very good progress. Performance is very good and is significantly better than the national average. Pupils are given effective attainment targets in all subjects and the majority of them either reach or exceed them. The school effectively monitors the performance of each subject and takes appropriate action where necessary.

Pupils with special educational needs are supported well and make suitable progress. The school correctly identified that some boys in Key Stage 4 were underachieving and introduced a number of strategies to help improve their performance. As a result of these initiatives, boys' performance at Key Stage 4 has improved.

Personal development and well-being

Grade: 1

Personal development and well-being is outstanding. The pupils enjoy their education very much as shown by their very good and improving attendance. Their attitudes to the school and to learning are extremely positive. The pupils cooperate well, creating a real sense of shared enterprise. They behave very well and feel school is safe and that they are respected and supported. Help and advice for pupils experiencing difficulties is extensive and effective resulting in low levels of disaffection; very few pupils are excluded.

Tutorial work and the supportive ethos of the school have a very positive impact on personal development. The provision for social, moral, spiritual and cultural development is effective. It improves the pupils' confidence, raises self esteem and encourages them to show care and concern for others. Many of the pupils take responsibility for performing useful duties including acting as prefects, bullying mentors and contributing to the school council.

The participation of pupils in the extensive extra curricular programme is high. They are encouraged to adopt healthy lifestyles by a strong emphasis on healthy living including eating healthily. The many opportunities for working in the wider community prepare the pupils to make a positive contribution and to acquire workplace skills.

Quality of provision

Teaching and learning

Grade: 2

The overall quality of teaching is good. Lessons have a clear structure and are well planned. In the most effective lessons the pupils had a clear understanding of what was expected and were challenged to build on their previous learning. The use of interesting starter activities ensured that the pupils began their lessons well and this helped to set a good tone for the remainder of the lesson. Teachers ensured that pupils worked at a brisk pace, providing a range of different activities. Outstanding lessons in English and Religious Education were enhanced with appropriate humour which engaged pupils and added to the flow of the lessons. Pupils particularly enjoy those lessons which allow them to be creative or give them frequent opportunities to interact with the teacher and their fellow pupils. Teachers and pupils have good working relationships and there was a positive atmosphere in lessons which encourages good learning. Pupils worked well together. The less effective lessons failed to capture the enthusiasm of pupils and the pace of learning was slower. ICT was used in some lessons very effectively to enhance presentations and provide visual stimulation. This could

be used to greater and more consistent effect in more lessons. A comprehensive ICT system for assessing pupils and monitoring progress is in place, but is not yet fully developed. Currently this is most effectively used to support the pupils in examination classes. It is particularly useful in monitoring coursework and early intervention has resulted in more pupils achieving better exam success. Teaching is monitored thoroughly to gain an accurate view of the strengths and weaknesses of teachers and subjects. The school has accurately identified those areas where improvement is needed and is providing appropriate support.

Curriculum and other activities

Grade: 1

The education provided is outstanding and meets the needs and interests of all pupils very well. This is clearly reflected in the way pupils enjoy coming to school. There is well developed support for pupils with special educational needs to participate fully. The Technology School specialist status plays a key role in shaping the ethos of the school and has been central to driving up standards. At Key stage 4 the school places an emphasis on Technology College related subjects but has maintained its commitment to a broad and balanced curriculum with the inclusion of a modern foreign language for all. In addition there are excellent opportunities for all pupils to pursue their interests through a wide range of courses including vocational GCSEs and an ASDAN vocational course. Pupils are well supported in planning their education. The curriculum provided succeeds in maintaining the motivation of all pupils including those at risk of disaffection. There are good partnerships with providers of post 16 education to ensure that the move to further education is smooth.

The provision for personal, social and health education is comprehensive and provides an effective contribution to pupils adopting a healthy and safe life style. There is a well developed focus on citizenship and enterprise education which prepares students well for future life. In addition an extremely wide range of extra curricular activities allow pupils to pursue their interests in sport, music, drama, art and technology.

Care, guidance and support

Grade: 1

The quality of care provided by the school is outstanding and is centred on ensuring the safety of pupils. All the staff are sensitive to signs that pupils are experiencing difficulties and work hard to ensure they are safe and secure. Pupils interviewed commented that they felt safe and secure in the school. There are clear expectations for behaviour which are well understood and consistently applied and this produces the harmonious atmosphere. Pupils are clear that bullying is rare and that the school deals with any incidents well. The quality of support for pupils is valued by the vast majority of parents.

Provision for those pupils with special educational needs is exemplary. Record keeping, target setting and assessment of progress for this group is meticulous. Teaching assistants are effectively deployed to support learners. There is also good support for those pupils identified as gifted and talented.

Pupils are provided with good advice and excellent support by the academic and pastoral staff and a range of external services particularly in relation to health, option choices and careers. The transition of the pupils from primary schools and the move to post 16 provision are very well managed. Extensive links with local industry underpin both the vocational courses and the work experience programme.

Leadership and management

Grade: 1

The quality of leadership and management is outstanding. The head teacher has a clear vision for the development of the school, developed with his senior management team, the staff and the governors. There is a strong sense of team responsibility for the success of the school that is shared by all the staff. Clear priorities have been established to continue to improve the attainment and progress of all the pupils and to ensure their personal development and well being. Planning to achieve these priorities is clear and effective.

The school's self evaluation is perceptive and shows a clear understanding of the strengths and areas for development within the school. This is the result of a well developed programme of self-evaluation. The school is working hard to gather the views of parents and pupils and this is recognised by the vast majority of parents and pupils.

The commitment of the school to use its specialist school status to establish supportive links with neighbouring primary, special and secondary schools is clear. These links and the contribution to the wider community illustrate the broader vision of the senior leadership team.

The school is well funded and uses the money wisely to improve the resources and the environment. This is evident in the Learning Centre and the extensive resources for ICT available for staff and pupils. The funding is effectively managed by the school business manager who ensures that the school achieves good value for money.

The involvement of the governors in challenging the school to improve and in monitoring progress is very good. Governors are extensively involved in the life of the school and close working relationships have been established with the staff.

The improvement trends in attainment illustrate the success of the senior management team of the school. This and the high standards of pupils' personal development and well being already achieved demonstrate that the school has the capacity to further improve.

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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?	1	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	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	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

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FY6 7EU

16/9/2005

Dear Pupils

Thank you for welcoming us to your school. We thoroughly enjoyed the opportunity to talk with you about your work and interests and to listen to your views on your school. We judged Hodgson High school is an outstanding school and recognise that you help to make it the way it is.

What we liked most about your school

Your excellent behaviour and positive approach in lessons.

The good progress you make in learning.

The outstanding leadership of the head teacher and his colleagues.

The majority of teaching is good and challenges you to do your best.

The care, guidance and support provided for you are outstanding.

The range of courses that you can study in years 10 and 11.

The wide range of activities at lunchtime and after school.

What we have asked your school to do now

Increase the use of ICT to record how well you are learning.

Use ICT in even more lessons to help you to learn

Improve some of the teaching so that matches the very best lessons.

Your parents/ carers are right in thinking you attend an outstanding school; we agree with them. Keep up your excellent behaviour and your enthusiasm for learning.

Best wishes for the future

Garry Jones HMI

Annex B