

Inspection of Hartshill Academy

Church Road, Hartshill, Nuneaton, Warwickshire CV10 0NA

Inspection dates: 24 and 25 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Leaders have high aspirations for pupils at Hartshill Academy. They want all pupils to 'be kind, work hard, and achieve'. Although leaders' ambitions have not been fully achieved, pupils say that there is an increasingly positive environment in which to learn. Pupils welcome the clarity of the 'HART' values of Heart, Ambition, Respect and Tenacity. They say these values help them to focus on how to develop positively as young people. Pupils are well supported to gain insight into a broad range of work and employment opportunities.

Pupils say that 'behaviour is improving' and that they feel safe. However, some pupils do not follow leaders' behaviour expectations consistently. There remains some disruption to pupils' learning. A small number of pupils use derogatory and inappropriate language. Leaders deal with bullying when it happens and take action quickly. Leaders teach pupils not to accept any bullying behaviour, but some pupils do not report unacceptable behaviour.

Leaders have developed a broad and ambitious curriculum. Pupils study a range of subjects, including creative and performance subjects. Despite this ambitious curriculum, some pupils do not achieve as well as they should. Current learning is now more effective, but there is more to do to ensure that teachers explain new information clearly in all subjects.

What does the school do well and what does it need to do better?

The new principal and senior leaders have brought greater clarity to expectations around learning and behaviour. However, these raised expectations have still to be fully reflected in some aspects of curriculum delivery and in the behaviour of a minority of pupils.

In some subjects, teachers present key knowledge precisely, which enables pupils to learn and remember it. For example, in French, pupils have successfully developed their understanding of phonics, grammar and vocabulary. However, some teachers do not present key knowledge clearly enough. When this is the case, pupils do not understand the important information they should know and remember.

Leaders have introduced 'do now' tasks at the start of lessons so teachers can check what pupils know. However, teachers do not consistently use them. Some teachers do not check and do not insist that pupils complete this work. This means that some pupils have gaps in their learning which teachers do not identify and address. This impedes the progress pupils make.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). They provide pupils with the additional support they need. 'Profile sheets' set out the support each pupil needs. Teachers use them effectively to adapt their teaching. 'Progress coaches' also support pupils with SEND well in the classroom.

Leaders are establishing a range of opportunities for pupils to develop their reading skills. They identify pupils who need extra support with their reading and provide appropriate help. This helps pupils to become confident and fluent readers. Pupils are beginning to read more often, including during form time. Pupils appreciate this and say it is encouraging them to read more often. All form groups read age-appropriate texts. Leaders review these texts to ensure they reflect modern culture and society. Some teachers effectively model reading by highlighting key thematic work. However, not all pupils listen well when the teacher is reading to them.

Pupils' absence from school and lessons has improved. However, there are still too many pupils who miss school unnecessarily or who choose to not attend lessons. This means that they miss out on too much learning. Additionally, some pupils do not behave well enough during lessons and unstructured times, and disrupt the learning of others.

Leaders prioritise pupils' personal development. Pupils take part in a range of enrichment activities, such as sports, performance and French film club. Pupil 'anti-bullying ambassadors' support their peers' well-being. Pupils say these ambassadors are a positive part of school culture. The personal, social, health and economic education curriculum is well planned and sequenced. Pupils learn about topics such as healthy relationships, British values and online safety. A comprehensive careers programme is in place for all pupils. Pupils engage enthusiastically with this programme.

The trust has invested time and resources to develop leadership across the school. This is helping to ensure that leaders in school develop the skills and knowledge needed to further improve the school. Trustees and governors provide challenge and support to leaders. This has helped the academy to improve. Leaders and governors are mindful of staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leads are experienced and well qualified. They have extensive knowledge of the issues that pupils face in the school and in the wider community. Staff record their concerns promptly, and these are acted on quickly by an extensive team of leaders. Weekly meetings take place, which enables early support to be put in place for pupils and parents where needed. Leaders make appropriate referrals to children's services, and follow these up to make sure pupils get the help that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The quality of teachers' delivery of the curriculum varies from subject to subject. Teachers do not consistently present information clearly enough to ensure that all pupils learn the information they need. This means that pupils do not always understand what they have to do, or retain the key knowledge. Leaders must ensure that all teachers present important information clearly so that pupils understand and remember the key knowledge in all subjects.
- Teachers do not consistently check that pupils understand what has been learned or check what they can remember. This means that gaps in pupils' knowledge are not identified and addressed effectively. Leaders must ensure that teachers consistently check pupils' understanding and recall at regular points in their learning and adapt their teaching accordingly to close any gaps.
- Some pupils do not behave well enough during lessons and unstructured times. This disrupts the learning and social times of others. Some pupils are also reluctant to report inappropriate behaviour. Leaders must continue to raise expectations for behaviour throughout the school community to ensure that all pupils experience undisturbed learning and social times. Leaders must also ensure that pupils are confident to report instances of inappropriate behaviour to members of staff.
- Some pupils miss too much school. Other pupils attend school but choose not to attend lessons. This holds back their progress and achievement. Leaders must work closely with parents and external agencies to secure more regular attendance for all pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138644
Local authority	Warwickshire
Inspection number	10256946
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	971
Appropriate authority	Board of trustees
Chair of trust	Ian Dunn
Principal	Lorraine Taylor
Website	www.hartshill.midlandat.co.uk
Date of previous inspection	27 January 2022, under section 8 of the Education Act 2005

Information about this school

- The principal was appointed in January 2022.
- The school is one of four academies in The Midland Academies Trust.
- The school makes use of eight registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors focused on the following deep dives: English, science, geography, modern foreign languages and performing arts. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- They also looked at other subjects to check the curriculum and how they are taught.
- Inspectors reviewed a range of school documents. These included information about behaviour, attendance, the school's curriculum and improvement planning. The school's website was also checked.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised further safeguarding records. They also asked how incidents reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with trustees, directors, the principal, senior leaders, subject leaders, pastoral leaders, teachers, including early careers teachers, and pupils. They also talked informally to pupils and staff to gather information about school life.
- Inspectors considered responses to Ofsted Parent View, and the free-text comments. Inspectors also considered Ofsted's staff survey and pupil questionnaire.

Inspection team

Stuart Clarkson, lead inspector	His Majesty's Inspector
Sara Arkle	Ofsted Inspector
Steve Byatt	Ofsted Inspector
Elaine Haskins	Ofsted Inspector

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