

# Crawshaw School

## Inspection report

---

<b>Unique Reference Number</b>	108084
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	356302
<b>Inspection dates</b>	4–5 November 2010
<b>Reporting inspector</b>	Philip Jarrett HMI

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

---

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1163
Of which, number on roll in the sixth form	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Dawn Horner
<b>Headteacher</b>	Mrs Joanna Ruse
<b>Date of previous school inspection</b>	16 April 2008
<b>School address</b>	Robin Lane Pudsey West Yorkshire LS28 9HU
<b>Telephone number</b>	0113 336 8540
<b>Fax number</b>	0113 256 4722
<b>Email address</b>	admin@crawshawschool.org.uk

---

<b>Age group</b>	11–18
<b>Inspection dates</b>	4–5 November 2010
<b>Inspection number</b>	356302

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 42 lessons and held meetings with groups of students, members of the governing body and staff. They observed the school's work and looked at a range of other evidence including lesson plans, school policies, assessment data and case study files. They also looked at all the questionnaires completed by students and staff, and at the 116 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Achievement in English and the specialist subjects to determine whether teaching is sufficiently challenging.
- The impact of provision on students with special educational needs and/or disabilities and students known to be eligible for free school meals.
- The effectiveness of the school's actions to improve attendance and reduce persistent absenteeism.
- The impact of the revised Key Stage 4 curriculum and its impact on performance, including for vulnerable and 'hard-to-reach' groups of students.

## Information about the school

Crawshaw School is an above-average size secondary school. Most students are of White British background. Five per cent of the students come from minority ethnic backgrounds but very few of them have a first language other than English. The number of students known to be eligible for free school meals is average. The number of students with a statement of special educational needs is also average and the school identifies around one quarter of its students as having some category of learning difficulty. The school has specialist humanities status and its lead subjects are geography, history and drama. The school's sixth form is part of a confederation with two other local schools. The school has received a number of awards including the Specialist Schools and Academies Trust 'Most improved' recognition in 2010 for students' achievement.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Crawshaw School has improved substantially since its previous inspection and now provides a good standard of education for its students. Effective action by senior leaders and managers has led to a rise in attainment across a range of subjects at the end of Key Stage 4. Standards of attainment are now above average overall, although there remains some inconsistency in the performance of different subjects. Good progress is made by all groups of students, including students with special educational needs and/or disabilities and students in the sixth form. The curriculum has been extended well at Key Stage 4 to improve variety and choice, especially for less academic students, and this has also had a positive impact on attainment and attitudes. Monitoring and evaluation procedures are secure and contribute towards effective self-evaluation. Good leadership, a clear sense of direction and positive staff attitudes mean that the school's capacity for further improvement is good.

Students enjoy school and mostly work very hard in lessons. They feel safe. Parental responses confirm that a strength of the school is its ability to provide well for individual students. In particular, there is high quality support and monitoring of a range of potentially vulnerable students. Most students believe that behaviour is good and has improved recently as a result of clearer sanctions and changes to lunchtime arrangements. However, a few students say that behaviour is sometimes poor and observations by inspectors confirm that teachers are not always consistent enough in their application of school policies. Attendance is average but rising as a result of approaches to deal with persistent absenteeism. Healthy lifestyles are well encouraged through an increasing range of sporting opportunities, both within lessons and after school. However, a few students, parents and carers believe that the school could do more to encourage healthy eating, especially at lunchtime.

Good teaching has led to higher standards of attainment at all different key stages. Most of the teaching observed during the inspection was good. Where teaching was satisfactory, this sometimes reflected passive learning by students and planning that was not effective enough in challenging all students within lessons. In discussion, students were not clear enough about how to improve their work. This reflects a lack of helpful guidance to students through marking and curricular target setting in some areas of the curriculum. There is much good practice across the school in teaching, assessment and subject planning. The school makes good use of this, for example, through the work of the Teaching and Learning group, but there is scope to extend this work in order to help raise attainment in lower-performing departments.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

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

- Increase the proportion of good and outstanding teaching in order to raise attainment across all subject areas by:
  - improving students' knowledge of the strengths and weaknesses in their work through more effective marking and feedback
  - improving teachers' planning to ensure that activities fully match the needs of different groups of students and that students are actively engaged in their own learning
  - making effective use of existing good practice in high-performing departments in order to improve provision across the school.

## Outcomes for individuals and groups of pupils

**2**

Students' attainment is average on entry to the school. Good progress overall means that standards of attainment are above average at the end of Key Stage 4. The school has been effective in improving previous areas of weakness. For example, attainment in English has risen substantially over the past few years and the gap between girls' and boys' achievement has narrowed significantly. As a result of very close monitoring and effective intervention, the performance of students who are known to be eligible for free school meals has also improved over the past year and students with special educational needs and/or disabilities have also performed better. Wide differences remain between the performance of departments and, despite improvements in geography, the specialist subjects do not yet perform as well as many others.

Progress was good in the majority of lessons observed. In the best, students were totally engaged and very committed to learning. In these lessons, students were keen to ask questions and motivated to share their ideas and think deeply for themselves. Students worked very well in small groups, especially in lessons in English and mathematics where the group work was well managed and planned. Students were mostly confident and applied themselves diligently. Where lessons were teacher-dominated, students became passive and were less likely to contribute.

Parents and carers confirm that students enjoy school and feel safe. Although a very large majority of students believe that behaviour is generally good, a few students spoke of the negative impact of poor behaviour on their work in classrooms. Inspectors considered that behaviour was good in lessons observed and that recent changes to how staff deal with behaviour issues have been effective. At times, however, teachers do not always make effective or consistent use of the sanctions available. The school's current policy on assemblies and the use of registration time limits opportunities for spiritual development.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching was good and sometimes outstanding in the lessons observed. The best lessons were characterised by teachers' confident use of subject knowledge and very strong relationships with students. In these lessons, enthusiastic delivery motivated students who were fully engaged through well-planned and lively activities. Students' learning was checked regularly and lessons had good pace and variety. Some teaching was less effective. In a small number of lessons, teachers either used a narrower range of approaches or talked too much, thus limiting students' involvement.

The curriculum is coherent and well-planned across Key Stages 3 and 4. It provides effectively for students' needs and aspirations. Changes at Key Stage 4 have broadened the curriculum, increasing opportunities for vocational courses. This has been particularly effective in meeting the needs of less-able students while still providing a challenging programme for more academic students. Some of these changes are being extended into Key Stage 3 where a range of pathways is now available in Year 9. The school has also introduced extended lessons in Year 7 and less movement for students as a way of easing their transition from primary school. The curriculum is enhanced by extra-curricular activities, which are currently supported by over half of all students.

Students are well cared for. Transition is effective. Students settle quickly on arrival from primary school, and movement into the sixth form and beyond is managed well. Most students are happy with their choice of courses at Key Stage 4. The school provides a

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

welcoming environment for students. Support for vulnerable students is especially effective and an imaginative range of approaches is employed to help these students enjoy school and make progress. Close monitoring of students who are potential non-attenders, as well as early action, has led to improvement in attendance over the past year.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Improvements since the previous inspection are the result of effective work by leaders and managers across the school. The headteacher provides strong and committed leadership and she has been successful in creating a capable and effective senior leadership team. They make very good use of performance data to monitor the progress of different groups of students and to provide additional support, where needed. The school's self-evaluation is accurate and honest. As a result, senior leaders show a good understanding of strengths and weaknesses and are ambitious about raising attainment further. There has been a concerted effort to improve teaching and the work of the Teaching and Learning group has made a positive contribution to raising attainment. There is a clear sense of direction to the work of the school and this has contributed to its good capacity for further improvement.

The governing body has a detailed and impressive understanding of school issues and is working imaginatively in a number of areas to support and challenge the school. There is an awareness that attainment in the specialist subjects is not yet high enough and senior leaders are seeking to increase their impact across the school. Effective support has been provided in these subject areas for local primary schools. Some innovative measures have also been taken to develop students' global awareness and to challenge racist attitudes, especially through links with a school in India, although the planning and evaluation of community cohesion as a whole lack detail at present. Safeguarding arrangements meet statutory requirements. There are good arrangements to ensure that all staff are aware of the procedures to be followed in relation to child protection, together with effective inter-agency working. Staff work well together to make this an inclusive school through the promotion of positive attitudes and strong support for more vulnerable students.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Sixth form

Strengths of the sixth form include:

- above average standards of attainment in A level courses with evidence of very good progress over the past three years
- good and sometimes outstanding teaching with high levels of subject knowledge and lively strategies that encourage good progress
- an effective curriculum that meets local needs well and carefully identifies students' capabilities
- good quality academic monitoring and support
- effective partnership arrangements with other local schools.

Sixth form students are personable, open and highly motivated. They make a good contribution to the school and local community. Some aspects of leadership and management are outstanding. There is a very strong team spirit and leaders and managers have successfully addressed issues from the last inspection and improved the range and impact of the curriculum. There have also been some improvements in achievement within the AS courses although these are not yet as successful as the A level courses.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

The overwhelming majority of parents and carers are happy with their children's experience at school. In particular, they believe that their children enjoy school and feel safe. They praise the quality of teaching and feel that their children make good progress. There is also a strong view that the school meets the needs of individual students well. A small minority believes that the school could do more to encourage students to have a healthy life style. The inspection team supports these views and they are broadly reflected in this report. A few parents and carers believe that communication could be improved and that they could be better informed about their children's progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crawshaw School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 116 completed questionnaires by the end of the on-site inspection. In total, there are 1,163 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	33	74	64	1	1	3	3
The school keeps my child safe	35	30	76	66	2	2	0	0
My school informs me about my child's progress	21	18	81	70	11	9	0	0
My child is making enough progress at this school	21	18	80	69	8	7	0	0
The teaching is good at this school	23	20	79	68	3	3	1	1
The school helps me to support my child's learning	18	16	74	64	16	14	0	0
The school helps my child to have a healthy lifestyle	15	13	72	62	23	20	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	27	64	55	7	6	0	0
The school meets my child's particular needs	29	25	78	67	4	3	0	0
The school deals effectively with unacceptable behaviour	38	33	56	48	12	10	2	2
The school takes account of my suggestions and concerns	19	16	71	61	13	11	0	0
The school is led and managed effectively	20	17	83	72	9	8	0	0
Overall, I am happy with my child's experience at this school	36	31	72	62	7	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



08 November 2010

Dear Students

**Inspection of Crawshaw School, Pudsey, Leeds**

It was good to meet you during the inspection of your school on the 4 and 5 November 2010. The inspection team enjoyed talking to selected groups of students and speaking with you in lessons. You told us that you feel safe in school and enjoy lessons. You said that everyone is friendly and that there is a positive atmosphere in school. A few of you said that some of your lessons were spoilt by poor behaviour. Most of the lessons we observed featured good behaviour but we agree that all teachers need to have high expectations of behaviour in classes and to make consistent use of the sanctions available.

Standards are above average at the end of Key Stage 4. They have improved in recent years, for example, in English, and the gap between girls' and boys' achievement has narrowed. This is because most of you are very keen to do well and show a lot of interest in lessons. Most students make good progress because teaching is good. We observed some lessons that were outstanding. However, in a few lessons, students were not fully engaged and we have suggested that teachers should consider how to ensure that all students are challenged fully in lessons and are involved in their own learning through active tasks. We also feel that you need to know more clearly how to approve your work and that some teachers need to improve marking and feedback to you. There is some very good practice across the different subjects and we have asked the school to consider how it can use this to raise standards still further across all subjects.

Thank you once again for being so open and helpful during the recent inspection.

Yours sincerely,

Philip Jarrett

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**