

# Judgemeadow Community College

Marydene Drive, Evington, Leicester, LE5 6HP

**Inspection dates** 16–17 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All groups of students achieve well. They enjoy their learning and are keen to do well. Achievement in modern foreign languages is particularly strong and almost all students gain a language qualification.
- Teaching is good and sometimes outstanding. Teachers provide lively and exciting tasks that enable students to build their learning step by step.
- Students' behaviour is exemplary, both in lessons and around the school. They are polite and welcoming, and those from different faiths and backgrounds get on extremely well together.
- Outstanding care, support and guidance ensure that they feel extremely safe and well cared for.
- The principal, senior team and governing body take a strong lead in driving improvement. Rigorous checks on teaching, with good training and support where it is needed, maintain the quality of classroom practice.
- The range of subjects that students follow is outstanding. Subjects are well matched to students' individual needs. Outstanding support helps students develop at least adequate literacy skills.
- Students' spiritual, moral, social and cultural development is outstanding. It is enhanced by the inspirational learning environment and the school's close international partnerships.

### It is not yet an outstanding school because

- A small amount of teaching requires improvement. Not all teachers plan tasks at the right level of difficulty to match individual students' needs. Students are not always clear what they will learn during a lesson.
- The information provided for parents and carers about students' progress does not always help them to support their child's learning.
- Students do not always fully understand how they will be assessed or how to achieve their targets.
- The quality of written marking is inconsistent and too few opportunities are provided for students to respond to the advice given.

## Information about this inspection

- Inspectors observed 50 lessons, five of which were jointly observed with one of the school’s senior leaders. They also made a number of further short visits to lessons.
- Meetings were held with students, members of the governing body, a representative from the local authority and staff, including subject leaders.
- The inspectors observed the school’s work and looked at policies, self-evaluation and development planning, monitoring records, minutes of meetings of the governing body, information about students’ progress, safeguarding documents, and samples of students’ work.
- The views of the 11 parents and carers who responded to the online questionnaire (Parent View) were taken into account, in addition to two phone calls and a letter from parents. Inspectors also took account of 82 responses to the staff questionnaire.

## Inspection team

Mary Davis, Lead inspector

Additional Inspector

Steven Cartlidge

Additional Inspector

Alan Brewerton

Additional Inspector

Carol Worthington

Additional Inspector

Rosemary Barnfield

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized secondary school.
- The proportion of disabled students and those who have special educational needs supported through school action is average, as is the proportion supported through school action plus or with a statement of special educational needs.
- Almost all students are from minority ethnic heritages; the largest groups are of Indian and other Asian backgrounds. The proportion who speak English as an additional language is also high.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for students in local authority care, those known to be eligible for free school meals and students who have a parent in the armed forces, is above the national average.
- The school meets the current government floor standards for secondary schools, which set the minimum expectations for students' attainment and progress.
- Fifteen students follow a variety of full-time off-site alternative courses provided by the Bangladeshi Youth and Culture Shomiti, Pedestrian Enterprise, Future Cycles, Leicester College, Carisbrooke, Millgate, Triple Skillz Sports and Braunstone Skills Centre.
- The school has the International School award and the Dyslexia kite mark.
- A few students are entered for mathematics GCSE prior to Year 11, the large majority being entered at the end of their final year.

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

- Raise the quality of teaching so that it is consistently good or outstanding by ensuring:
  - teachers consistently plan work of the right level of difficulty to match the individual needs of students, so that all students are appropriately challenged or supported
  - teachers promote students' independent learning by making sure that they fully understand what they will be learning during a lesson and how they will be assessed
  - all written marking expects students to respond to advice on how to improve their work by attempting a new challenge or practising skills.
- Improve the quality of information provided for parents so they are in a better position to support their child's learning.

## Inspection judgements

### The achievement of pupils

is good

- Students enter the school with average levels in the basic skills of reading, writing, communication and mathematics. Standards at the end of Year 11 rose in 2011 but fell sharply in 2012, especially in mathematics, where students also failed to make the expected progress. Leaders have rigorously addressed this underperformance. Recent assessments, together with results already received, indicate that the current students in Year 11 will reach above-average levels of attainment by the end of their courses. There is no significant difference between the achievements of students from different ethnic backgrounds.
- Students make good progress in English, science and humanities. Lesson observations during the inspection showed that students are extremely well motivated and keen to do well in all their lessons. For example, in an outstanding French lesson, students showed great excitement as they took part in a class competition to show what they already knew. They then became totally engrossed in an individual writing task where they identified and corrected their own mistakes.
- Almost all students are entered for GCSE in a modern foreign language. Students across the school were observed talking fluently in French, showing understanding well beyond that seen elsewhere. Some classes have 'total immersion' in the language with all form-time activities being carried out in French. There is great competition to be involved in this scheme, which includes students at all ability levels.
- Well-established strategies are in place to help to accelerate reading. Catch-up courses are provided for the weakest readers, establishing a systematic approach and providing effective individual support throughout Key Stage 3. This results in these students making rapid progress. Students are frequently encouraged to read out loud, although these opportunities, together with those to develop students' speaking and listening skills, are not provided in all subjects.
- In 2012, students known to be eligible for free school meals attained a grade below their classmates, but made better progress in English than this group nationally. The school's close tracking of attainment and progress indicates that the gap in performance between this group and other students in the school is closing rapidly.
- Disabled students, those who have special educational needs, and those who speak English as an additional language make good progress because of the wide range of support that they receive, both in the classroom and in support groups. Staff are well trained in the support of students with dyslexia and help them to achieve well.
- Students following alternative courses achieve well. Their progress is closely monitored and, as a result, almost all students leave school for employment, education or training. The school checks that this remains the case even after they have left school.

### The quality of teaching

is good

- A high proportion of good and outstanding teaching was observed during the inspection. Records of leaders' rigorous checking shows that this is typically the case. However, there is some variation, both within and across subjects. As a result, some students' achievement is inconsistent.
- Teachers use their good subject knowledge to inspire their students. They provide a range of

tasks that provide fun and excitement and enable students to build their knowledge and understanding step by step. This was particularly noticeable in French lessons where students have the opportunity to practice their language skills and gradually develop by adding more and more complex features to their speaking and writing. Here students showed a clear understanding of what strategies to use to develop their work to become a 'Champion de Français'.

- Where teaching is most effective, teachers use questioning well to check students' understanding, asking searching questions and encouraging discussion. Students work in pairs and groups to share and discuss their ideas and build on each other's strengths. For example, in an outstanding English lesson, students worked cooperatively in groups to develop a class revision guide for the text they were studying, each group tackling a different aspect of the play.
- There is some inconsistency in the quality of teachers' planning. Activities are not always sufficiently well matched to students' individual abilities. As a result, some students have to wait for others to finish before they can move on with their learning. The highest attaining students are sometimes expected to undertake tasks that are too easy for them before moving on to more challenging questions.
- In lessons where teaching required improvement, teachers sometimes did not define exactly what was going to be learned during a lesson and focused more on the task to be undertaken. In these lessons, students did not always understand how they will be assessed, so that they could independently take responsibility for improving their work to achieve the highest grades or levels.
- Students told inspectors how much they value the support provided by teachers and their willingness to give their time after school to give them extra help if they need it. Relationships between staff and students were warm and supportive in all lessons observed.
- Although teachers often provide clear feedback for students during lessons on how well they are doing, not all provide clear written feedback on how students can improve their work and reach their targets. Opportunities are being missed across most subjects to enable students to respond to advice by practising skills, correcting mistakes or being set an additional challenge.

### **The behaviour and safety of pupils** are outstanding

- In all lessons observed during the inspection and at all times around school, behaviour was good or outstanding. Students display exemplary attitudes to learning and this is the case even when activities lack sufficient challenge. They are polite and welcoming and keen to explain to visitors what they are learning.
- Students say that behaviour is always well managed. They have a clear understanding of the sanctions that will be used if they should fall below teachers' high expectations. However, they told inspectors that teachers never allow their learning to be disrupted by poor behaviour. Staff and parents agree.
- Students told inspectors that they feel very safe and well cared for. They value the fact that they are treated as individuals and that the school will listen to their views. Students from a wide range of ethnic groups work and socialise well together both in and out of the classroom. The school is a harmonious community that celebrates the diversity of its students' backgrounds.
- A strong anti-bullying culture has been created throughout the school. Students say that there is

virtually no bullying and that they are very well supported on the rare occasions it occurs. They are well informed about different forms of bullying and other aspects of safety. This enables them to keep themselves safe and to provide support for younger students through leadership programmes and the prefect system.

- The quality of care for students and their families facing challenging circumstances is outstanding. The school is particularly vigilant in ensuring the safety of students whose circumstances may make them vulnerable. Pastoral leaders are extremely tenacious in checking the wellbeing of students on alternative provision and ensuring that those students who leave during their full-time education are safely settled elsewhere.
- Attendance is consistently above average and punctuality to lessons is good.

### **The leadership and management are good**

- The principal is well supported by the senior team and the governing body. He has established rigorous procedures to check on the quality of teaching and provide support for those identified as underperforming. Leaders have been quick to address the fall in achievement in mathematics in 2012 as a result of changes in the examination grade boundaries, including the provision of well-focused intervention classes.
- Students' progress is checked regularly and underachievement is identified and tackled. Subject leaders and form teachers providing well-organised support and mentoring. Leaders are aware of the school's strengths and areas for development, and appropriate priorities for action have been identified. Despite this, the school's self-evaluation is sometimes generous in comparison with the requirements of the new inspection framework,
- Performance management procedures are well established and link salary increases to the quality of teaching. Teachers are closely held to account for the progress made by their students and leaders identify and guide teachers to improve their practice through well focused training. This includes the provision of support from the local authority to build the capacity of middle leadership. This has had a significant impact on improvements seen in the science department, for example, where teaching and learning have improved.
- The local authority provides effective support for the school's leaders, including the provision of training for subject and senior leaders in lesson observation.
- The range of subjects offered is very well organised and provides very effective opportunities for learning for all groups of students. For example the 'immersion' French, where a quarter of the time-table is carried out in French, has resulted in the school gaining a national reputation for innovation. Students are very well guided to a variety of pathways in Years 10 and 11, including alternative off-site provision.
- The light and airy school building with its panoramic views over open country, together with the bright display, memorial gardens and excellent artwork provides an inspirational learning environment. The school's international focus is at the centre of all its work, indicated by the signposts to world cities. This and the many opportunities to work as part of a team enhance students' outstanding spiritual, moral, social and cultural development.
- The school's leaders ensure that the pupil premium and Year 7 catch-up funding is appropriately focused on providing support for these students and checking that it is being effectively used.

- The school provides extensive consultation and support for the parents of disabled students and those who have special educational needs, together with those of other students who may need support. This ensures they are fully included in school life and that all have equality of opportunity.
  
- Regular information is provided through the school’s website and through consultation evenings. However, some parents voiced their concern, and inspectors agree, that the information provided on their child’s progress was not detailed enough to enable them to support their child’s learning effectively.
  
- **The governance of the school:**
  - The governing body is well informed. It challenges and supports the school and compares its performance with schools nationally. Governors are well deployed according to their expertise so that every aspect of the school’s work is scrutinised. Governors regularly undertake additional training in order to further develop their effectiveness. The governing body is fully aware of the spending of pupil premium funding and checks its impact on raising the achievement of the students it supports. It ensures that safeguarding procedures and practice are exemplary. Governors take an active part in ensuring pay increases are linked to performance and in tackling the causes of underachievement.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120287
<b>Local authority</b>	Leicester
<b>Inspection number</b>	411742

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

<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eleanor Pepper
<b>Principal</b>	Rob Summers
<b>Date of previous school inspection</b>	20 January 2010
<b>Telephone number</b>	0116 2417580
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