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Mr Andy Ireland
Headteacher
Westfield Sports College
Eckington Road
Sothall
Sheffield
South Yorkshire
S20 1HQ

Dear Mr Ireland

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Westfield Sports College, Sheffield

Following my visit to your college on 30 April 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the college since the most recent section 5 inspection.

The visit was the first monitoring inspection since the college was judged to require improvement following the section 5 inspection in. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you and other senior leaders, two members of the governing body, the heads of the mathematics and English departments and a representative of the local authority. I looked at the college improvement and action plan and evaluated them. I also looked at a number of other documents including the college's evaluations of the quality of teaching, the teachers' appraisal policy, internal progress checks and evaluations by different subject leaders. You accompanied me on a tour of the school during which we made some brief lesson visits.

Context

There have been no significant changes to the college since the previous inspection.

Main findings

The improvements are gathering pace. This is particularly clear in the development of subject leaders' skills of checking the quality of the work done in their areas. Straight after the last inspection senior leaders led intensive training with subject leaders. During this time

subject leaders learned how to spot exactly how teachers could improve their work in the classroom. Subject leaders say they feel confident in making accurate judgements about the quality of teaching and learning. Not all subject leaders are developing their monitoring and evaluative skills at the same rate. Subject leaders share good practice within the college but they do not get enough chances to work with other schools.

The college's internal checks show that students' progress in English and mathematics is continuing to improve. Teachers have been working on improving their questioning skills and they have regular coaching sessions to help them sustain these improvements.

The college's improvement planning is focused on the right priorities. It is easy for leaders and governors to check on how well the school are doing because there are clear pointers on how and when actions will be checked. A core group of governors visit the school regularly to check on the quality of the college's work. Governors also make effective use of external expertise to support them in their work and improve their understanding of students' progress information. However, they do not have enough opportunities to investigate the good and outstanding practice of governors in other schools.

Leaders and governors have begun effective work to help parents and carers support students' learning. For example, governors and senior staff have met with groups of parents to investigate how homework could be improved.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- provide regular opportunities for subject leaders and governors to observe good and outstanding practice in other schools
- continue to develop the monitoring and evaluative skills of subject leaders so that they are all as good as the best.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The college have valued the support of the local authority in writing action plans and putting leaders in touch with other external partners. One partner has been particularly effective in working with the English department to share good practice. Consequently, English teachers routinely discuss and share ways of improving teaching.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Sheffield.

Yours sincerely

Joan Hewitt
Her Majesty's Inspector