

# Crawshaw School

Robin Lane, Pudsey, West Yorkshire, LS28 9HU

**Inspection dates** 21–22 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- From their varying starting points, students make inadequate progress in English, mathematics and science.
- Over the past two years, boys and those in receipt of the pupil premium have underachieved.
- Students are inadequately prepared for their future learning as their literacy and numeracy skills are underdeveloped.
- In 2013, at the end of Year 11, the proportion of students achieving five or more A\* to C grades, including English and mathematics, at GCSE level fell and was below average.
- The effectiveness of the sixth form is inadequate. The quality of teaching is variable between subjects. Consequently, in some subjects, students underachieve.
- Teaching is inadequate. In too many lessons teachers set work that is too difficult for some students and too easy for others. This leads to inadequate progress.
- Attendance is low. The number of students regularly absent from school is much higher than average. Too many students are late for the start of the school day. The behaviour of students is inadequate. Too many students are excluded from the school because of poor behaviour and this impacts badly on their achievement.
- Leadership and management are inadequate. Since the conversion to an academy, leaders' actions have failed to tackle weak teaching, poor behaviour and underachievement.
- Over time, governors have failed to hold leaders to account for ensuring students achieve well enough, including students supported by the pupil premium.
- The school's ability to improve is hindered by the temporary status of key senior leaders and the lack of a permanent headteacher. Not all subject leaders are fully effective in their roles.

### The school has the following strengths

- There is some teaching that is good and outstanding. Students achieve consistently well in art.
- The acting headteacher, leadership team, including governors have high ambitions. They have gained the support of staff very quickly to start a renewed drive for improvement.

## Information about this inspection

- Inspectors observed 36 lessons taught by 34 teachers with one of the sessions observed in the school’s inclusion unit. Four observations were undertaken jointly with senior leaders. In addition, inspectors visited tutor groups and one of the alternative providers of education used by the school.
- Inspectors spoke to four groups of students about their learning in lessons and their safety in school. Inspectors also listened to some students reading.
- Meetings were held with the three governors, school staff and a representative of the local authority. Inspectors also looked at the school’s review of its own performance, its development plan, subject development plans, school policies and the minutes of governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at students’ work in lessons and analysed a sample of students’ books.
- Inspectors analysed the 24 responses to the online questionnaire (Parent View) and 56 questionnaires completed by staff.

## Inspection team

James McGrath, Lead inspector	Additional Inspector
Andrew Williams	Additional Inspector
Judith Gooding	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector

## Full report

*In accordance with section 44 the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- This is an average-sized secondary school.
- Overall, the proportion of girls and boys is similar to the national averages, although there are large variations among some year groups.
- The proportion of students supported by the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Most students are White British. The vast majority of students speak English as their first language.
- The proportion of students supported through school action is below average. The proportion of students supported at school action plus or with a statement of special educational needs is average.
- The alternative providers of education used by the school are Skillzeducation, Educ8, Leeds College of Building, The Lawrence Clinic, Hunslet Club, West 14 and Leeds College of Technology.
- The school meets the government's current floor standard, which sets minimum expectations for students' attainment and progress in English and mathematics.
- Crawshaw School converted to become an academy in July 2012. When its predecessor school, Crawshaw School, was last inspected by Ofsted, it was judged to be good overall.
- The acting headteacher took up post in December 2013 until a permanent appointment is made to start in September 2014. Prior to this temporary appointment, the acting headteacher was a deputy headteacher in the school.
- Since December 2013, there have been changes to the senior leadership team with additional temporary appointments.

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

- Improve the quality of teaching, including in the sixth form, so it is at least consistently good and enables students to make good or better progress in English, mathematics and science, by ensuring all teachers:
  - take into account the varying needs and abilities of students to set work that is well matched to their capabilities, particularly to challenge the most able
  - ensure all students, especially boys, are engaged in their learning and encouraged to answer questions more often to show they understand what they are being taught
  - mark students' books regularly in order to provide them with the information and advice they need about how to improve their work and by insisting students act upon this
  - check carefully students' understanding, especially the boys, of what they are learning by asking searching questions and swiftly reviewing their work during lessons
  - support the development of English skills by insisting on high-quality presentation of students' work, especially their written work and ensure spelling is always accurate
  - give students more opportunities in mathematics to work things out for themselves and

extend their understanding.

- Improve students' behaviour, safety and attendance, as well as reduce the number of students who are excluded by:
  - rapidly reducing students' absenteeism, particularly that of pupils supported by the pupil premium and those with special educational needs
  - making sure all students arrive at school on time
  - making sure disrespectful behaviour is managed consistently well by all staff both inside and outside the classroom
  - developing the confidence of those very few vulnerable students who say they feel unable to socialise at breaks and lunchtimes.
  
- Rapidly improve the impact of leadership, management and governance by:
  - appointing as soon as possible permanent key senior leaders and headteacher
  - ensuring leaders at all levels, including governors, focus relentlessly on improving the quality of teaching and learning and standards of student' behaviour
  - eradicating the inadequate teaching that exists and improving that which requires improvement so teaching is at least good
  - ensuring subject leaders take the information about students' progress fully into account when assessing the impact of teaching in their areas of responsibility
  - ensuring the pupil premium funding is used effectively to improve achievement, behaviour and attendance of those students supported by the funding
  - checking rigorously on the quality of teaching and students' achievement in the sixth form
  - ensuring governors hold the school to account effectively for ensuring the quality of teaching, students' achievement, and behaviour and attendance improve quickly

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

An external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- In 2013, the proportion of students gaining five A\* to C GCSE grades, including English and mathematics, at the end of Year 11 fell and was below average. This represents inadequate achievement from their previously broadly average starting points. Students made too little progress in English, mathematics and in science. Attainment in English and mathematics was well below average. Despite the school's predications of higher attainment in 2014, inspection evidence indicates that there is too little good teaching to raise achievement quickly enough.
- There is a wide gap in the attainment and progress made by boys and girls. Boys make too little progress. The proportion of boys gaining five or more A\* to C GCSE grades, including in English and mathematics, at the end of Year 11, is well below the proportion of boys that do so nationally. Only about half of the boys made the expected rate of progress in mathematics and less than half did so in English.
- Students supported by the pupil premium, underachieve. Weak teaching, poor attendance and poor behaviour impact on their attainment and progress. Pupil premium students in Year 11 in 2013 attained one and a half grades below other students at GCSE in both mathematics and English. Between 2012 and 2013, the gap between these and other students in school widened in both English and mathematics. Consequently, the school's efforts to promote equality of opportunity are ineffective.
- The most able students make inadequate progress. In 2013, the proportion of students reaching A\* and A GCSE grades in mathematics and science was significantly below average. Too often, the most able students find their work lacks challenge and this holds back their achievement in each of these subjects.
- During the past two years students have achieved well in art, particularly the most able. The proportion of students achieving grade C or above in English Literature has been well above average during the past two years.
- Disabled students and those with special educational needs make too little progress. In 2013, only about one third made the progress expected. This was considerably less than the proportion of similar students nationally, especially in English. Scrutiny of students' work shows that the development of their literacy skills in subjects other than English for these students is weak.
- In mathematics, a few students have been entered early for GCSE examinations. These students continue to study mathematics until the end of Year 11. However, overall in mathematics, students' learning and progress are weakened because they rely too heavily on the teachers to tell them what to do rather than deepening their own knowledge and understanding by working things out for themselves.
- The school is promoting reading well. Investment in new reading materials is helping students to make better progress than previously, including those in Year 7 who have below average reading skills.
- Achievement in the sixth form is inadequate. Progress in Year 12 is consistently below average in a number of subjects. The overall progress made by students by the end of the sixth form is below average.
- Overall, students who attend the various alternative educational provision off-site make adequate progress academically. Students visited by an inspector said they enjoy attending. Such provision often has a good impact on improving students' motivation for learning and confidence.
- In 2013, vocational courses made a good contribution to improving students' overall achievement.

### The quality of teaching

### is inadequate

- Inadequate teaching over time has led to students' underachievement, particularly for boys and those supported by the pupil premium. Inadequate teaching in English, mathematics and science led to most groups of students in Year 11 underachieving in 2013.
- Too much teaching seen during the inspection required improvement or was inadequate. Far too much teaching is not good enough to raise standards quickly. An analysis of students' work shows they do not make enough progress because teaching is still too variable across the school. Weak teaching is yet to be eradicated.
- Planned work is either too easy, particularly for the most able students, or too difficult for others. This leads to some students completing work quickly and having to wait for others who are having difficulties. When this occurs, such as in mathematics and science, the pace of learning slows. Some teachers fail to adjust the work well enough to ensure all students make good progress.
- An analysis of students' work, and inspectors' observations of books in lessons, showed the quality of marking is too variable. Some teachers do not check students' work regularly enough or offer specific guidance on how students could improve their work. Even when work is well marked and provides good advice and guidance, teachers do not always insist that students act on this to improve their work and clear up misconceptions. This slows students' progress.
- Overall, teachers do not have high enough expectations of students' presentation of their work, especially their written work. Teachers, including those teaching English, do not give enough attention to the accuracy of spelling when marking work. Too many students fail to spell words accurately and continue to make the same errors over time.
- The teaching of basic literacy and numeracy skills is inadequate. In some subjects, such as history and geography, there are good opportunities for students to develop their writing skills. However, writing is not promoted consistently well across all subjects and this means literacy standards are not improving quickly enough.
- Too often, teachers do not check carefully enough that students understand what they are learning. They do not review students' work and progress sufficiently during lessons or find out how well students are doing in order to extend their knowledge. Some students do not listen attentively to the teacher or other students during lessons. Boys, for example, often do not pay sufficient attention to other students when they are answering the teacher's questions and fail to gain from the knowledge being shared with the class. Students' inattention and poor behaviour is not managed well.
- Teaching assistants are not always used effectively. Their contribution is not always checked or directed well enough and this limits opportunities for them to help students with their work.
- The inadequate achievement made by students in the sixth form results from inadequate teaching over time. Lessons seen by inspectors show teaching in the sixth form is now improving.
- There is some good and outstanding teaching in the school. This motivates students and ensures they produce high quality work. In these lessons, appropriately challenging work is set; students develop a clear understanding of the good progress they are making and are always on-task.

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

- Overall, attendance is low and the proportion of students excluded from school is above average. There are far too many students who do not attend school regularly enough, particularly those supported by the pupil premium, and this impacts badly on their achievement. Although there have been modest reductions in absenteeism and exclusions, both remain too high.
- Too many students are late for the start of the school day and this also hinders their learning and achievement. A very small minority of students show a lack of respect for other students and staff.
- The behaviour of students is inadequate. Students' attitudes to learning are too variable. Where teaching is good, behaviour is usually good and sometimes outstanding. However, too little

teaching is of this quality. In too many lessons, students fail to respond positively. Some do not pay attention while others just quietly stop working. Students are not focused on learning and so progress is often inadequate.

- Uniform is worn appropriately and classrooms are generally tidy, as are corridors and other open areas of the school. However, too often, students do not take enough pride in their work, as seen in the poor presentation in some of their books.
- During the inspection, students generally behaved well around the school and were respectful and polite to all adults. School records show, and students say, there is sometimes disruption at break or lunchtime and fights do occur occasionally. Students say staff act swiftly when there is any misbehaviour.
- Student ambassadors, who are the younger students in the school, enjoy their responsibilities to welcome visitors and to show them around their school. Sixth-form students enjoy supporting younger students with their studies in lessons, peer mentoring and raising money for charity. Students in the sixth form are unanimous that they enjoy school.
- Students know the various forms bullying can take and know what to do if it occurs. They acknowledge there are occasional incidents of bullying, some involving cyber-bullying. Students know what to do and are confident to report bullying which they believe is dealt with appropriately. The school's records show appropriate action is taken to address any bullying or racist incidents. Inspection evidence shows the number of incidents is reducing.
- Students know how to stay safe both inside and outside of the school and when using the internet. This, they say, is due to the good information they receive in their lessons and in assemblies.
- The large majority of students say they feel safe. However, a very small minority of students exhibit less well developed social skills. This causes a few vulnerable students to say they prefer to stay inside at break or lunchtimes because they lack confidence to socialise and hence do not always feel safe outside. Not enough has been done by the school to attend to the issues facing these students. As a result, the school's work to keep students safe and secure requires improvement.

### **The leadership and management** are inadequate

- Over time, senior and middle leaders, as well as governors, have been ineffective in ensuring students' achievement and their behaviour and attendance are good enough. Too many students are underachieving. Actions taken to overcome weaknesses in students' underachievement and teaching have been ineffective.
- The school's ability to improve is hindered by the temporary status of key senior leaders and the lack of a permanent headteacher. While the recently appointed acting headteacher and leadership team have quickly gained the confidence of staff and share high ambitions for the school's improvement, the impact of actions taken is yet to be felt.
- In the quest for improvement, the acting headteacher has negotiated potential support from a nearby outstanding school to improve the quality of teaching in English. Recently, an external view of the school's effectiveness was sought. Although this is helping to drive improvement forward at a better rate, there has been too little time for any significant effects of new actions to shine through, especially in students' academic achievements. A number of key leadership positions, including that of the headteacher, are only temporary appointments and this limits the ability of the school to improve without external support.
- The effectiveness of subject leaders is too variable. Some do not have an accurate view of the quality of teaching and students' achievement in their areas of responsibility. This is because they do not give enough consideration to the information about students' progress and the work in students' books to obtain an accurate view of teaching over time. Consequently, the school's view of its own effectiveness has been overgenerous.
- Existing school improvement plans are weak. It is not clear how the intended actions identified will improve students' achievements or the quality of teaching.

- The leadership of teaching, over time, is inadequate. Too much teaching requires improvement and some is inadequate. Even so, arrangements to manage the performance of staff are starting to strengthen, and the skills that need to be improved are now being pinpointed more clearly.
- Leadership of the sixth form is inadequate. Although some teaching is starting to improve, checks on the quality of teaching and students' achievement are not rigorous enough to bring about improvement at a good enough rate.
- Inspectors strongly recommend the academy should not seek to appoint newly qualified teachers. The curriculum provides a good range of subjects and students appreciate the choice they have. However, it is ineffective because too many students fail to develop the literacy and mathematical skills they need for their future. Many are leaving school inadequately prepared for the next stage of their education, employment or training.
- For the majority of students, the promotion of spiritual, moral, social and cultural development is appropriate and is seen in the high-quality work in art, sporting opportunities, and work for charities and links with schools in Northern India. Students say they feel well prepared to live in a multicultural society.
- The school's arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
  - Governance is inadequate. Over time, governors have not challenged the leaders well enough to hold the school to account for students' inadequate achievement and behaviour, their poor attendance or for weaknesses in the quality of teaching.  
Governors have failed to ensure the school uses pupil premium to good enough effect. They have not challenged leaders about the underachievement and poor attendance of this group. The finance committee takes steps to check decisions to give pay awards to teachers link with the information they are given about performance in the classroom. Individual governors meet with subject leaders, for example, by holding informal discussions, in order to develop a better understanding of the school's work in various subject areas. However, this has not enabled governors to gain a good enough insight into the quality of teaching in different subjects.
  - Governors are ambitious for the school and articulate this clearly. Since September 2013, they have begun to challenge to the school more effectively because they now have a better understanding of the school's performance and how this compares with schools nationally.
  - At the time of the inspection the school's website did not meet statutory requirements.

## 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>	138304
<b>Local authority</b>	Leeds
<b>Inspection number</b>	427283

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>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,003
<b>Of which, number on roll in sixth form</b>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr D Gillingham
<b>Acting Headteacher</b>	Mr S Preston
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0113 336 8540
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