

# Da Vinci Community School

St Andrew's View, Breadsall, Derby, DE21 4ET

## Inspection dates

5–6 November 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- In 2014, GCSE results improved in some subjects but in too many subjects they did not significantly improve, particularly at the higher levels.
- Students' progress in mathematics has not accelerated enough since the last inspection to close the gap between their progress in mathematics and in English, which remains wide.
- Leaders have not ensured that progress in other subjects is as strong as that now seen in English and humanities.
- Teachers do not always use the information they have about students' abilities to make sure work in lessons is at the right level for the ability of their students.
- Although improving, teaching is not yet challenging enough to ensure all groups of students make consistently good progress.
- The targets, milestones and success criteria for subject leaders to rapidly improve achievement in their subjects are not rigorous enough.

### The school has the following strengths

- Since the last inspection, standards in English have risen and students' progress has increased rapidly.
- Teaching is improving. Most teachers plan interesting lessons and ask questions to make students think hard about what they are learning.
- The governing body holds the school to account. Governors have been instrumental in supporting the school in the improvements it has made since the last inspection.
- The school takes good steps to keep pupils safe.
- Newly qualified teachers value the good support and training they receive.
- The headteacher and other senior leaders have established systems and procedures that are securing recent improvements in teaching and learning.
- Students behave well, enjoy learning and actively take part in lessons. They show respect for each other and value the support they get from the school.
- Excellent advice and guidance helps students to prepare for their next steps on leaving the school.

### Information about this inspection

- Inspectors observed 28 lessons, of which four were jointly observed with senior leaders. In addition, the inspection team made a number of shorter visits to lessons to observe students' learning.
- Discussions were held with the headteacher, other school staff, including senior leaders, middle leaders and newly qualified teachers, three members of the governing body and a representative of the local authority.
- Inspectors spoke to many students in lessons and at breaks and during lunchtimes, and held a discussion with a group of students. They also listened to students reading.
- A wide range of evidence was looked at, including the school's improvement plans, the school's own evaluation of its work, data on students' current progress, the school's review of examination results, and records of behaviour and attendance. Inspectors checked on how the school keeps its students safe and also looked at records of checks on the quality of teaching and minutes of meetings of the governing body. Inspectors looked at the work of a wide range of students.
- Inspectors took account of the 12 responses found in Ofsted's Parent View Questionnaire and of parental responses to the school's own survey. They also considered 63 responses to a staff questionnaire.

### Inspection team

Patricia Hunt, Lead inspector	Additional Inspector
Jane Woodall	Additional Inspector
Patrick Walsh	Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized secondary school.
- The proportion of pupils known to be eligible for support through the pupil premium is above the national average. The pupil premium provides additional funding for disadvantaged pupils and children in the care of the local authority.
- Most students are from a White British or other White backgrounds.
- The proportion of disabled students and those who have special educational needs supported through school action is much higher than average. The proportion supported through school action plus, a statement or an education, health and care plan is slightly above average.
- The school has a higher proportion than nationally of students who join the school part way through the school year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A small number of pupils in Years 10 and 11 follow courses outside the school. These include courses offered by Derby Pride Academy and Junction 16 at Kingsmead School in Derby, which offers personalised educational programmes, particularly for students who experience behaviour, social or emotional difficulties.
- The school was recently awarded "Derbyshire School of the Year" by the local Chamber of Commerce for the quality of the school's vocational education, links with business and preparation for working life.
- The school has become a Cooperative Trust School in August 2012.

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

- Make sure that teaching enables students to make consistently good progress by:
  - using the information that teachers hold about students' previous learning well to plan and provide challenging work for different groups within classes
  - ensuring feedback always gives students helpful advice on how they can improve their work and give students greater opportunity to reflect thoughtfully on this feedback
  - ensuring students have the opportunity to secure and develop specific subject knowledge and skills for that subject and use these skills and understanding in a variety of ways.
  - extending the successful practices used in English and humanities across all subjects.
- Accelerate students' progress in mathematics by:
  - ensuring there is a consistent and effective approach to improving students' numeracy skills across all subjects
  - making sure that pupils who enter the school below average ability receive effective intensive support to rapidly improve their numeracy skills.
- Improve leadership at all levels by ensuring:
  - all subject leaders have the skills to check the impact of teachers' performance in their subjects and hold them to account for its quality, especially in relation to how much students learn and how fast they make progress
  - subject improvement plans include clear priorities for development, success criteria to check what has been achieved and milestones to check progress towards the intended outcomes.

## Inspection judgements

### The leadership and management requires improvement

- The headteacher and other members of the senior team have high aspirations for the school. They have established systems and procedures which are having a positive impact on teaching and on students' progress. However, students' achievement is not yet as good as it should be and teaching varies too much in quality.
- Not all subject leaders have the skills to check how effective teaching is in their subject, particularly in relation to how much progress students are making. As a result, not all subject leaders are contributing effectively to the school's improvement. Where subject leaders are skilled, for example in English and humanities, teaching has improved considerably and the proportions of students making good progress have increased.
- The school's improvement planning is detailed and accurate. However, subject leaders' plans for improvement do not outline clearly enough the expected impact of their work or measure progress towards their goals often enough during the school year.
- Together with governors, the headteacher and other senior leaders have worked successfully to improve the school, particularly in students' attitudes to learning and to ensure the curriculum prepares students for their next stage in learning. However, leaders have not ensured that progress in most subjects is as strong as that now seen in English and humanities. This is particularly the case in mathematics.
- The school's system for checking on the quality of teaching is detailed and considers students' work and how well they are doing, as well as the effectiveness of teaching in the classroom. Senior leaders know the strengths in teaching and areas for development, and are offering a range of training opportunities for the staff. Leaders do not measure the impact of this training effectively, however.
- Leaders check students' progress effectively, identifying any underperformance. This information is shared with all staff but teachers do not always use it to plan challenging lessons for all groups of pupils.
- Newly qualified teachers in the school feel well supported and praised the school for the training opportunities made available to them in school and with the local authority.
- Pupil premium funding is being used effectively, particularly to raise literacy standards across the school. The gap between the attainment of disadvantaged pupils and their classmates has been closing over time. The school targets new pupils quickly, using 'catch-up' funding, to remove barriers to learning, particularly in literacy. Some of this funding is used to improve attendance and to support families in ensuring students are in school.
- A small number of students in Years 10 and 11 attend alternative provision. The school monitors the attendance and progress of these pupils carefully. However, this group of pupils did not make the progress expected of them last year.
- The curriculum is well planned and takes account of the aspirations and needs of students. In the light of students' performance in examinations, the curriculum has been adapted to add breadth to the range of subjects to accommodate students of all abilities, including those who aspire to go to university. The students receive good careers advice and guidance about which pathway is most appropriate for them, and good quality information is provided about further education, training and employment. This was recognised this year by the local Chamber of Commerce who awarded them school of the year for their work in this area.
- The school offers a wide range of cultural and social activities. Students benefit from plenty of opportunities to understand different people's beliefs through a planned programme of visits out and visitors to the school which all contribute strongly to students' social, moral, spiritual and cultural

development.

- Safeguarding procedures meet current requirements.
- The local authority works closely with the school and has provided some wide-ranging support, particularly for governors and senior leaders. This has enabled, in a recent review of the school's work, relevant and appropriately focused areas for improvement to be identified.
- **The governance of the school:**
  - Governance of the school has improved and is now strong. Governors are aware of their responsibilities and, in particular, the safeguarding of students. They are aware of how the pupil premium and catch up funding are spent, and have challenged leaders about the effectiveness of their spending. Governors have, since the last inspection, worked closely with the headteacher to tackle underperformance in teaching. However, staffing in mathematics and science has proved to be a challenge. Governors have supported the school in trying to appoint teachers in these areas. The recent restructure has been well supported by governors. The school is now in a better position financially to concentrate fully on driving school improvement faster. Governors ensure that salary progression is linked with performance management targets and have asked searching questions of the headteacher about the outcomes of the management of teachers' performance. Governors understand and support the school's focus on promoting respect for people of all faiths, cultures and lifestyles, preparing students for life in modern Britain and the impact this has had on the social development of the students and their aspirations for the future.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Incidences of low level disruption are rare. Students arrive promptly to lessons and are ready to work. In lessons, they generally concentrate well and are enthusiastic about their lessons.
- Students get on well together and are polite to each other and other adults. They work well on their own and in groups. Relationships between students and staff are strong.
- Students and parents say behaviour is good and has improved considerably since the last inspection. Students value the support they get to prepare them for the future. Pupils have good opportunities to take responsibility for their own learning and their behaviour.
- Attendance is improving and, this term, is in line with the national average. The school has worked hard to work more closely with parents and, as a result, attendance and punctuality are improving. The school is effectively using a range of strategies, including use of the 'Inclusion Zone', to reduce the number of fixed-term exclusions, which remain too high.

### Safety

- The school's work to keep pupils safe and secure is good. Students say they feel safe in school and inspectors agree. Students know how to keep themselves safe when using the internet and when out in the community.
- Students say that bullying, including racist and homophobic bullying, is rare. Students talked about how they had learnt about these issues in their lessons and from visitors coming into school.
- The school's systems for checking on new members of staff and visitors are good.

## The quality of teaching requires improvement

- The quality of teaching is not good because teaching is not yet resulting in consistently good progress for

all groups of students. This is because not enough consideration is given to students' previous learning and information about their abilities when planning lessons. Over time, this has prevented students' achievement from being as good as it could be, resulting in too many students making less than expected progress. Homework is often too easy for the more able and too difficult for those students who enter the school with lower levels of knowledge and skills.

- Teaching quality has been affected by changes in staffing, particularly in mathematics and science. As a result of these changes, there was a dip in the attainment and progress of students in Year 11. Staffing in mathematics is now more settled and new teachers are helping to raise students' achievement.
- Teaching does not consistently help students to secure and develop their knowledge in every subject, or develop skills in every subject. In some lessons, there is too little opportunity to practise and demonstrate the skills they have learnt. Pupils who enter the school with below average ability do not always get the intensive support they need in mathematics and this slows their progress.
- Students books are not always marked well as teachers' written comments do not always allow pupils to reflect on what they need to do next to improve their work or respond well enough to comments to move their learning forward.
- Teaching is improving. In the best examples, teachers plan interesting lessons and ask questions to make students think hard about what they are learning. In these lessons, students showed enthusiasm and excitement for what they were doing.
- The quality of teaching for disabled students and those who have special educational needs is improving. Their progress is more carefully checked and teaching assistants are more effective in supporting their learning in the classroom and in small group support sessions.
- Literacy activities, partly funded by pupil premium and catch-up funding, are accelerating the progress of younger students and raising their reading ages. In many subjects teachers incorporate a literacy focus in lessons and in work books. Students often write at length and teachers correct spelling, punctuation and grammar. However the teaching of mathematical skills across different subjects is not sufficiently strong.

### The achievement of pupils

### requires improvement

- Students enter the school with knowledge and skills which are consistently below the national average for their age. The progress of some students has been less than expected from their different starting points and, as a result, their overall achievement remains below national. While the school has focused on English, it has not placed sufficient emphasis on improving achievement in other subjects such as mathematics, science, design and technology and information and communication technology.
- In 2014 the achievement of students in Year 11 in mathematics was poor. However, gaps in attainment and progress between the school and the national average are now closing, but not at a fast enough rate. The school's data show that higher proportions of students are currently making expected and better than expected progress in all year groups and new staff are starting to have a positive impact on the students' achievement.
- School information for 2014 shows that gaps between the attainment of disadvantaged students and others is wide. In 2013, the gap between these students and their classmates was just more than half a GCSE grade in English and a full GCSE grade in mathematics. When compared to the national average for disadvantaged pupils the gap increases to a full GCSE grade in English and one and half GCSE grades in mathematics.
- GCSE results improved in some subjects in 2014. However the most-able students have not achieved as highly as they should. Too few students are gaining A\* and A grades at GCSE in a wide range of subjects.
- Disabled students and those who have special educational needs do not make good enough progress in mathematics or science. Their literacy skills are improving, however, quickly narrowing the gap between

their achievement and that of their classmates. During the inspection students were effectively supported to enable them to succeed.

- Reading skills improve quickly because the students who struggle with reading are identified when they join the school and follow reading intervention programmes for as long as they need to improve their skills. The impact of these programmes in the last school year showed that the vast majority of these students made between one and two years improvement in their reading ages.
- The use of early entry for GCSE is being phased out.
- The courses followed by students who attend alternative provision are closely matched to their abilities and their progress is monitored closely. Last year, however, these students did not make as much progress as they should have done.

## 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>	134724
<b>Local authority</b>	Derby
<b>Inspection number</b>	425125

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>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	563
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Clark
<b>Headteacher</b>	Mark Cottingham
<b>Date of previous school inspection</b>	4 December 2012
<b>Telephone number</b>	01332 831515
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