

Royds School

Pennington Lane, Oulton, Leeds, West Yorkshire LS26 8EX

Inspection dates

25–26 September 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Despite leaders' success in improving pupils' attainment, pupils, particularly boys, do not make consistently good progress across a wide range of subjects and year groups.
- The quality of teaching, learning and assessment is too variable across and within subjects. The strong practice by some teachers is not shared widely enough across the school.
- Some teachers do not check pupils' learning closely or use time effectively in lessons. Consequently, pupils do not develop their skills and understanding well enough to make good progress from their starting points.
- Although most subject leaders are making rapid improvements to the teaching in their subjects, a small number continue to require support from senior leaders.
- Pupils are not making sufficient progress in the sixth form. Leadership and teaching in the sixth form require improvement.
- Attendance is improving but remains below the national average for secondary schools. The number of pupils who do not attend regularly remains too high.
- Last year, a small number of pupils challenged the school's expectations, leading to a high number of fixed-term exclusions.

The school has the following strengths

- Leaders have been successful in improving pupils' attainment rapidly, particularly in English and mathematics.
- Leaders, staff, pupils, parents and carers are rightly proud of the way in which the school has improved since the last inspection. Leaders are taking robust and appropriate action to improve teaching and pupils' progress further.
- Governors are skilled and well informed about all aspects of the school's performance. They carry out their statutory duties effectively, taking full advantage of the training and support provided by the local authority.
- The majority of pupils respond positively to the school's expectations of behaviour. They are polite and keen to work hard. Relationships between pupils and staff are very positive.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that pupils, particularly boys, make at least good progress across all subjects, by:
 - ensuring that teachers routinely check pupils' progress during lessons and intervene promptly to improve pupils' achievement
 - ensuring that teachers use time effectively in lessons so that pupils develop their skills and understanding
 - ensuring that all subject leaders are equally effective in tackling weaknesses in teaching and pupils' progress
 - sharing the good practice more widely across subjects.
- Improve provision and outcomes for students in the sixth form, by:
 - reducing the variability in the quality of teaching across subjects
 - checking the quality of provision effectively and intervening appropriately.
- Reduce the number of fixed-term exclusions by providing effective support for a small group of challenging pupils.
- Embed the school's systems for improving pupils' attendance in order to reduce further the proportion of pupils who are regularly absent from school.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the last inspection, leaders have been successful in improving many aspects of the school's performance. They have taken effective action to improve pupils' attainment in English and mathematics, which is increasing rapidly, including for disadvantaged pupils. In mathematics and science, pupils make good progress. In English, geography and modern foreign languages, pupils' progress is also improving.
- Leaders have established a very positive culture of respect and aspiration, based on the school's mission to 'Live, Love Learn'. Leaders' high expectations are having a significant impact on the attitudes of learners. The majority of pupils engage well in lessons and display good conduct around the school.
- The recently appointed headteacher took up post in September 2018, having previously been the deputy headteacher. She is highly committed to building on recent successes and has already made a strong impact on the quality of teaching. She is well supported by senior leaders, who share her high expectations of both staff and pupils. Several parents, staff and pupils commented positively on her leadership. Leaders have an accurate view of the school's strengths and weaknesses. Action plans for improvement are appropriate and well considered. Staff are fully aware of the school's priorities and are committed to improving pupils' progress further.
- Staff morale is high. Staff are proud of the progress made over the last two years and are very supportive of the new challenges offered by the headteacher. Teachers value the high-quality professional development led by senior leaders with responsibility for improving teaching and pupils' learning.
- The curriculum is broad and balanced. Leaders review the curriculum regularly to ensure that it meets the needs of all pupils. There is a wide range of subjects on offer, with different pathways available for pupils with different starting points. Leaders have suitable plans in place to increase the proportion of pupils who take qualifications in the courses within the English Baccalaureate (EBacc).
- The taught curriculum is well supported by a wide range of extra-curricular activities and educational visits, including to local universities. Pupils value these opportunities to develop a range of skills such as teamworking and leadership, for example through sport, drama and music. Participation rates are good across year groups.
- Leaders consider carefully how to use the additional funding for Year 7 literacy and numeracy catch-up and for pupils who have special educational needs (SEN) and/or disabilities. For example, teachers are successful in promoting pupils' enjoyment of reading. Additional support is given to pupils who find reading difficult and this contributes to the improvements seen in pupils' progress at key stage 3.
- Leaders use the pupil premium funding effectively to support disadvantaged pupils. As a result of targeted support in lessons, their attainment is higher than in previous years, particularly in English and mathematics. However, leaders know there is more to do to ensure that this group of pupils attain the highest grades across a range of subjects. The attendance of disadvantaged pupils is also improving but remains below average.

- Leaders tackle poor performance systematically. Pupils' progress is improving in most subjects. Leaders acknowledge that they need more time to ensure that pupils' progress is consistently good across all subjects and year groups, particularly for boys.
- The local authority has provided effective support for the school over several years, for example to ensure that safeguarding procedures are robust. The local authority's school improvement service has also carried out a number of reviews of teaching, for example in history, geography and languages. Some of the local authority's recommendations have already been put into place.
- Leaders have introduced a wide range of strategies to improve the quality of teaching. For example, teachers collaborate well with each other to plan learning. Leaders and teachers also work with staff in other local secondary schools within the Red Kite Alliance, to check the accuracy of their assessment of pupils' work. However, leaders do not currently provide enough opportunities for the good practice to be shared by some very talented teachers in the school.
- Most subject leaders check the quality of teaching, learning and assessment rigorously and manage the performance of teachers to improve teaching. However, a minority of subject leaders are less effective, and they are receiving appropriate training and support from senior leaders.

Governance of the school

- Governors are highly skilled. Between them, they have a broad range of expertise, clearly defined roles and a variety of responsibilities. They are kept well informed by the headteacher about all aspects of the school. Consequently, they know the strengths and weaknesses of the school very well.
- Governors communicate effectively with each other and with school leaders. They take full advantage of the training and support provided by the local authority. They also work with other governing bodies to improve their own practice. As a result, they challenge school leaders robustly, holding them to account for the school's performance. They are not complacent and recognise that more needs to be done to improve the consistency of teaching.
- Governors are fully involved in the life of the school. They make regular checks on the quality of teaching, learning and assessment. They carry out their statutory duties rigorously, including monitoring the use of additional funding.

Safeguarding

- The arrangements for safeguarding are effective. Governors and leaders ensure that safeguarding procedures are fit for purpose. Appropriate checks are made on the suitability of staff to work with children.
- Staff receive regular training on child protection and are vigilant about the potential risks that pupils face. Staff understand their responsibilities for safeguarding pupils, and the school's procedures for referring concerns are rigorous. The designated safeguarding leader is very knowledgeable. He is well supported by the wider pastoral team and external agencies to assist the most vulnerable pupils.
- The safer schools officer provides pupils with up-to-date information on a wide range

of potential risks and community issues. Recent topics include knife crime, gang culture and harassment. Themes such as these are then developed further during assemblies and tutorials, so that pupils can discuss how to keep themselves safe.

- Pupils also have a good understanding of how to keep themselves safe online and what to do if they have any concerns. Pupils said that they feel safe in school and most parents who responded to Ofsted's survey agree that their children are well looked after.
- Safeguarding checks on alternative providers are rigorous. Leaders carry out regular visits to pupils in their placements to check on their progress. Effective communication between school leaders and the staff at the various placements ensures that pupils who are educated off-site are safe.

Quality of teaching, learning and assessment

Requires improvement

- Although there is some very effective teaching in the school, there is also variability and inconsistent teaching in several subjects. For example, leaders have been successful in establishing a common set of lesson expectations, and all teachers follow the school's policy on lesson planning. However, some teachers do not focus sufficiently on the learning needs of different pupils during lessons. Consequently, some pupils do not make good progress from their starting points.
- There is some high-quality teaching in all subjects but there are currently insufficient opportunities for good practice to be shared. For example, some teachers use questioning very effectively to deepen pupils' thinking or to develop pupils' use of vocabulary and language skills. In mathematics, teachers review learning effectively so that pupils' misconceptions are identified promptly.
- Some teachers move on too quickly through a series of tasks, without giving pupils adequate time to discuss or reflect on new learning. As a result, some pupils do not retain important knowledge or develop a secure understanding of the key concepts or skills needed.
- Most pupils who have SEN and/or disabilities are well supported by both teachers and teaching assistants. Pupils are provided with a range of resources to aid their progress when learning. However, in some instances, new concepts are not well structured or explained clearly enough to enable pupils who have SEN and/or disabilities to complete the work successfully.
- Reading is promoted well throughout the school. Pupils demonstrate an enjoyment of reading and persevere when they tackle new words. Pupils are encouraged to read challenging texts and are given opportunities to discuss their reading with others.
- Most teachers provide pupils with ample opportunities to improve their work, for example following formal assessments.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good because this aspect of school life is given high priority. Leaders have been successful in establishing a culture of respect for others, within and beyond the school community. Pupils work very well together when given the opportunity to do so in lessons.
- Pupils are proud of their school and wear their uniform smartly. They said that their views are valued by adults and some changes have been made in the school as a direct result of consultation with the pupils. Pupils elect their school council and prefects, who lead several projects within school.
- Spiritual, moral, social and cultural education is a strength because leaders have developed a well-planned programme of assemblies, tutorials and lessons to help pupils reflect on their wider role in modern British society. For example, pupils show a good understanding of diversity and democracy, different faiths and human rights.
- Pupils are well prepared for life outside of the school. They benefit from a carefully planned programme of careers guidance, which has been reviewed recently to provide clear progression through key stages 3 and 4. Local businesses and further education providers encourage pupils to explore different careers and to challenge stereotypes. In 2018, almost every pupil who left Year 11 moved on to education, employment or training.
- Pupils said that bullying is rare and, when it happens, they know who to go to for support. They show a good understanding of the different kinds of bullying and how the school promotes tolerance of others. The pupils who spoke to inspectors said that the school does not accept the use of any discriminatory language.
- Pupils who are educated off-site are well looked after. The school's records of pupils' behaviour, attendance and progress show that these pupils benefit from the provision because it is now better tailored to their needs than in recent years.
- Some pupils are not self-assured. Therefore, leaders have recently given higher priority to ensuring that teachers build up pupils' language skills, resilience and independence. This work is in its early stages, but there is some evidence in lessons that pupils are beginning to persevere when they are writing at length and when the work is challenging.

Behaviour

- The behaviour of pupils is good. Most pupils behave well in lessons. They listen attentively to others. They are keen to work hard. Pupils told inspectors that behaviour has improved due to the new systems in place and higher expectations from staff. Pupils value the new rewards system. They are keen to receive rewards for good behaviour and attendance.
- During breaks and the changeover of lessons, the school is calm and orderly. Pupils said that the new lunchtime arrangements have contributed to improved behaviour

because fewer pupils are at lunch at any one time. Pupils are punctual to lessons. Most are well equipped and ready to learn.

- Pupils' attendance is below the national average but is improving, including for disadvantaged pupils. Leaders have taken decisive action to track attendance closely and to work with children and their families to promote the importance of good attendance. However, recent initiatives are yet to become embedded and there are still too many pupils who are regularly absent from school.
- Last year, the school's use of fixed-term exclusions was much higher than average. This was partly due to a small number of pupils who resisted the school's increased behaviour expectations, particularly at key stage 4. In addition, some of the previous curriculum provision for the most challenging pupils was not appropriate, leading some pupils to become disengaged. Leaders have recently improved the curriculum and it interests and motivates pupils better than it did in the past. In addition, the way in which pupils' behaviour is managed has also been improved. As a result, the number of fixed-term exclusions are decreasing.

Outcomes for pupils

Requires improvement

- In 2016, the overall progress of Year 11 pupils was weak. In the most recently published performance information for 2017, Year 11 pupils made better progress from their starting points, but their progress across subjects was uneven. For example, pupils' progress in science has been strong for some time. Pupils' progress in history, geography and modern foreign languages has been poor for some time.
- The unvalidated performance information for 2018 suggests that leaders have had some success in raising standards, particularly in English and mathematics. However, pupils' attainment is not consistently strong across the curriculum. Leaders agree that there is also more to do to ensure that a higher proportion of pupils achieve the highest grades at GCSE.
- In recent years, disadvantaged pupils underachieved significantly, although leaders' thoughtful use of the additional funding is now beginning to have a positive effect. The unvalidated performance information for Year 11 pupils, leaving in 2018, indicates a noticeable improvement in the attainment of disadvantaged pupils in both English and mathematics. However, low attendance for some disadvantaged pupils remains a barrier to good progress across a range of subjects and year groups.
- The school's performance information for current pupils shows that there is an upward trend in pupils' attainment across subjects, particularly at key stage 3. Nevertheless, the rate of improvement is still uneven across subjects and year groups, as seen in pupils' books during the inspection. Boys, in particular, continue to perform less well than girls in several subjects, including English.
- As a result of improved teaching and support, pupils in key stage 3 who have SEN and/or disabilities are making stronger progress than similar pupils who left the school recently.
- Leaders have recently reviewed the use of alternative provision. Programmes are adapted to meet pupils' specific needs, interests and aspirations. Increasing numbers of pupils on these programmes are completing relevant courses.

- Despite some low achievement over recent years, pupils are well supported to move on to appropriate post-16 destinations in education, training or employment.

16 to 19 study programmes

Requires improvement

- Leadership of the sixth form requires improvement because, over the past two years, students have not made good progress from their starting points, particularly disadvantaged students and students accessing academic study programmes.
- In September 2017, leaders took prompt action to address these weaknesses. They set up a partnership arrangement with two other schools to broaden subject choice and to improve students' outcomes. A number of academic subjects are now taught at two other schools and students travel between sites. The school's unvalidated performance information for 2018 shows that there was some improvement to students' attainment in 2018. However, it is too early to evaluate whether the partnership is making a significantly positive impact on students' learning and progress.
- Teaching in the sixth form requires improvement because it is variable across subjects. In some subjects, where teachers have high expectations, students benefit from high-quality and stimulating teaching. In other subjects, the work is not demanding enough. Teachers do not monitor students' learning closely enough or use questioning effectively to deepen students' understanding. Sometimes, students are unclear about what they need to do to achieve the highest grades
- In 2018, all of the students who began the sixth form without passes in GCSE English went on to improve their grade. The proportion of students who improved their grade in mathematics was in line with the national average.
- The proportion of students who carry on their learning from Year 12 into Year 13 has increased over the last two years. Students' attendance in the sixth form has also improved markedly. Students have a designated private study space in school. However, some students said that their attendance, during study time, is not monitored and they do not always make the best use of this time.
- The school meets the requirements for the provision of 16 to 19 study programmes. All students, whether taking academic or vocational subjects, undertake work experience. Careers advice and guidance is well organised and enables students to make informed decisions about the next stage in their education. As a result, all students move on to appropriate higher education, further training or employment.
- The school's work to promote the personal development, behaviour and welfare of students in the sixth form is effective. The tutorial programme provides individual support for students to develop their skills as learners. A programme of assemblies and tutorials enables them to discuss a wide range of relevant topics, such as sexual health, online safety and alcohol awareness. Students said that they value the school's work to promote well-being and the opportunity to discuss topical issues such as mental health.

School details

Unique reference number	108081
Local authority	Leeds
Inspection number	10047850

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

Type of school	Secondary Comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	984
Of which, number on roll in 16 to 19 study programmes	67
Appropriate authority	The governing body
Chair	Brenda Etchells
Headteacher	Claire Robbins
Telephone number	0113 205 9559
Website	www.roydsschool.org
Email address	info@roydsschool.org
Date of previous inspection	24–25 May 2016

Information about this school

- Royds School is an average-sized secondary school with an increasing roll at key stage 3. The school collaborates with a large number of other secondary schools in Yorkshire, known as the Red Kite Alliance.
- The school has a smaller than average-sized sixth form and works in partnership with two other secondary schools, Brigshaw and Temple Moor, to offer a broad range of courses.
- A new headteacher was appointed in September 2018, having formerly been the deputy headteacher at the school.

- The proportion of pupils eligible for the pupil premium funding is above average.
- The proportion of pupils who have SEN and/or disabilities is above average.
- Most pupils are White British.
- 11 pupils currently attend alternative provision placements off-site, full-time. This provision is in place for a period of time, then pupils are reintegrated back into the school. The school uses the following providers: Southway, Footsteps, Queenswood and Involve.

Information about this inspection

- Inspectors visited a range of lessons across year groups and subject areas. Many of the observations were carried out with senior leaders from the school.
- Meetings were held with senior and subject leaders, teachers, governors and a representative from the local authority.
- Inspectors held informal and formal discussions with pupils, observed pupils in their form groups and observed pupils during social times.
- Inspectors listened to a group of pupils read.
- Inspectors scrutinised a wide range of evidence, including the school’s self-evaluation, plans for improvement, analyses of pupil performance, attendance and behaviour records and safeguarding files.
- Examples of pupils’ work were looked at in detail. This included pupils of different abilities and year groups.
- Inspectors took into account the 52 free-text responses from parents. A total of 54 members of staff completed Ofsted’s online staff questionnaire. No pupils completed Ofsted’s online questionnaire.

Inspection team

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