



Crawshaw School

Inspection Report

Unique Reference Number 108084
LEA Leeds
Inspection number 277897
Inspection dates 30 January 2006 to 31 January 2006
Reporting inspector Ms Josephine Nowacki HMI

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

Type of school	Secondary	School address	Robin Lane
School category	Community		Pudsey
Age range of pupils	11 to 18		West Yorkshire LS28 9HU
Gender of pupils	Mixed	Telephone number	0113 336 8540
Number on roll	1185	Fax number	0113 256 4722
Appropriate authority	The governing body	Chair of governors	Ms Jackie Goodall
Date of previous inspection	13 March 2000	Headteacher	Mr N Turner

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors.

Description of the school

Crawshaw School is a popular comprehensive school for boys and girls aged 11 to 18 years old. It is larger than other secondary schools; 1,185 students on roll, including 136 in the sixth form. The school is situated in Pudsey, in an area of increasing prosperity. Most of the students come from four feeder schools within the community of south Pudsey; an area which generally has a lower proportion of parents with higher education qualifications than the national average. The number of students who come from high social class backgrounds is low. Just under 13% of students are entitled to free school meals which is below the national average. The school community is predominantly white British. A very small number of students come from Indian or Pakistani minority ethnic backgrounds. The number of students for whom English is not their first language is very low. Approximately 14% of students have been identified as having learning difficulties and/or disabilities, which is below average. Very few students join or leave the school at times other than in Year 7 or at the end of Year 11.

The sixth form is run as part of a consortium with two other local high schools. Students enter the sixth form with average general certificate of secondary education (GCSE) scores.

Crawshaw School was awarded specialist college status for humanities in September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to: achievement and standards, teaching, learning, assessment and leadership and management.

In the aftermath of a serious fire in 2001 the school has recovered well. The headteacher, supported by his senior management team, has successfully led the school through years of turmoil caused by major building work. There is much to be proud of, including an impressive new school building providing a much improved environment for all students and newly acquired specialist college status in humanities.

The school judges itself as good. However, inspectors judge overall effectiveness as inadequate. Standards are broadly in line with national averages but from average prior attainment on entry, the progress that many students make, especially boys, is significantly below the national average. Actions taken to address key weaknesses have been slow to take effect. It is too early to assess the impact of specialist status on standards.

The overall quality of teaching and learning is inadequate. There are examples of good practice, but much of the teaching fails to engage all students and learning is sometimes subverted by poor behaviour. Assessment practices are inconsistent; too often students are given no indication of how well they are doing and what they need to do to improve. Some parents and students also identified these areas as a concern. Recently introduced review days to monitor progress, attended by students and their parents or carers, have been very well received.

Although inspectors recognised the many strengths of the school, leadership and management are judged to be inadequate because there has been insufficient focus on raising achievement and improving the quality of teaching and learning. Several of the issues from the previous inspection have been addressed but the pace of improvement has been slow in some areas, even when considering the past difficulties. Governors give good support to the school but they have been insufficiently challenging in key areas of raising achievement. The school provides satisfactory value for money and has the capacity to improve.

Effectiveness and efficiency of the sixth form

Grade: 2

Inspectors agree with the school's view that quality of provision in the sixth form is good. Overall performance in advanced subsidiary (AS) and general certificate of education advanced level (GCE A-level) has risen steadily over the last three years. Consortium arrangements have secured provision which is unusually wide for a school sixth form, not only in the number of subjects on offer, but in the range of sporting

and extracurricular opportunities. Arrangements for induction are particularly good, while common timetables and dedicated transport render courses at each centre easy to access. Systems to track and monitor students' performance are effective. Sixth form provision is well led and managed, both in the consortium and in the school itself. Students' views are systematically collected and analysed, and are strongly and consistently positive.

What the school should do to improve further

- Raise the achievement of all students, in particular that of boys.
- Increase the proportion of good or better teaching by ensuring that it is focused on students' learning.
- Devise a wider range of strategies to promote students' personal development, including behaviour, and listen to their views.
- Ensure that the leadership and management of the school improve quality assurance arrangements to ensure a consistent and systematic approach to monitoring and evaluation of achievement and standards, teaching, learning and assessment.

Achievement and standards

Grade: 4

Grade for sixth form: 3

Standards at the end of Year 9 were above national averages in 2003. In 2004 and 2005 standards fell and were around national average. From average attainment on entry to the school, the progress of most students in English, mathematics and science at the end of Year 9 is significantly below average. In particular, the progress of girls of lower ability and girls and boys of average ability is unsatisfactory when compared to the national average.

In 2003 the number of students gaining five GCSE A* to C passes was significantly below average. Since then, overall pass rates have been around the national average. GCSE pass rates in mathematics are consistently above the national average. Students taking GCSE in physical education achieved pass rates well above the national average in 2005. Pass rates in English have fluctuated; in 2002 and 2004 they were significantly above average, but in 2005 they were significantly below. The school reaches the targets for attainment which are set by the local authority.

As students move through the school, their overall progress in Years 10 and 11 remains significantly below average levels. Boys of lower and higher ability and a small number of students with specific learning difficulties and/or disabilities make inadequate progress. Girls of higher ability make better progress than other groups of students. The school has identified several groups to be closely tracked: gifted and talented, boys, students on the cusp of achievement between Grades C and D, and those with specific learning difficulties and/or disabilities. A group of Year 9 students is also receiving more individualised help and their progress is being monitored rigorously. Many of the actions taken to raise achievement are beginning to have an impact.

Standards in the sixth form are satisfactory. Pass rates are improving and the proportion of students achieving high grades of A or B is high. This does, however, mask underachievement by some students who achieve grades below those predicted by their GCSE scores.

Personal development and well-being

Grade: 3

Grade for sixth form: 2

Personal development is satisfactory. There are adequate opportunities provided to develop moral and cultural awareness. In assemblies and religious education lessons students reflect on relevant issues. Residential visits and a satisfactory range of extracurricular activities provide opportunities for cultural and social development. However, planning to promote students' social, moral spiritual and cultural development is not systematic. Students' attitudes to learning are inconsistent. Some students lack the confidence to contribute actively to lessons. This inhibits the development of listening skills, discussion and social interaction and is reflected in weaknesses in independent learning and self-organisation. Attendance is average, but there is some lateness to school in the mornings. Behaviour is variable in lessons. Around school, behaviour is generally better. Most students are orderly and show consideration for others. Students have some formal say in the running of the school through the school council, but do not feel their views are fully valued and would welcome more opportunities to show self-reliance and responsibility. They feel safe in school and believe that most bullying incidents are dealt with effectively. Their awareness of healthy lifestyles is improving. Work-related learning is starting to be developed; all students now take a half-GCSE course in preparation for working life.

The personal development of sixth form students is good. They make a strong contribution to the wider school community. Their work with younger children in such areas as mentoring and paired reading is particularly valued

Quality of provision

Teaching and learning

Grade: 4

Grade for sixth form: 3

The quality of teaching and learning is inadequate. This is reflected in the significantly slower than average progress made by many students at the end of Year 9 and Year 11. Overall the quality of lessons is inconsistent, and the use of marking and assessment to track and support students' progress is inadequate. In good lessons, students learn with zest, listen intently, concentrate well and take an active part in discussions. These lessons are characterised by clear learning objectives, good variety and pace, good use of open-ended questions and telling illustrations. In many lessons, however, teaching lacks pace and expectations and does not engage all students. The methods used do not consistently enable students to take part in their learning or make the expected

progress. The use of homework is limited and not seen as a key way of promoting greater independence in students, as learners. Students' enthusiasm for lessons and learning are weaker than usually seen, especially in Key Stage 4.

In the best examples, regular marking helps students by showing what they need to improve. However, marking across the school is not consistent. There is no coherent, whole-school approach to either marking or assessment. While some departments use data appropriately, the use of assessment information at whole-school level is not well established. As a result, lessons are not routinely well matched to the needs of learners. Review days have been introduced to rectify weaknesses in the tracking and monitoring of students' progress. Parents and carers value this important work.

The quality of teaching and learning, and the use of marking and assessment, are satisfactory in the sixth form. Effective systems for tracking and monitoring students' progress are beginning to be established.

Curriculum and other activities

Grade: 3

Grade for sixth form: 2

The curriculum is satisfactory overall. All elements of the National Curriculum are now included in Key Stage 3, including improved personal, social and health education and citizenship. Some vocational options are now provided in Key Stage 4. A curriculum review is exploring ways of introducing more vocational options to improve choice further for all learners. A satisfactory range of enrichment activities contribute to students' academic and personal development.

The existing choice of sixth form courses is good, enhanced by the active partnership with two local schools. Links with further education providers are underdeveloped, but are the subject of current discussions.

Care, guidance and support

Grade: 3

Grade for sixth form: 2

The school provides satisfactory care, guidance and support for students. All statutory procedures, including those for child protection, are observed. Arrangements to ensure health and safety have improved but are not yet fully secure; for example, in the implementation of fire drills. Well established induction systems for Year 7 students help them settle into school quickly. Tutors, heads of year, learning mentors, an increasing number of specialist staff and external agencies provide a good range of services to meet the diverse pastoral needs of students, including those with specific learning difficulties and/or disabilities. Students understand the positive behaviour programme but it is not applied consistently enough to allow all to achieve well. Careers education is satisfactory. Some Year 11 students would welcome information on a wider range of options for continuing their education. Sixth form students are well

supported. They are encouraged to be ambitious in their choice of careers and university.

Leadership and management

Grade: 4

Grade for sixth form: 3

In the key tasks of raising achievement and supporting all learners, leadership and management are presently inadequate. Inspectors do however recognise many strengths in the leadership of the school, and the difficulties involved in piloting Crawshaw through its period in temporary accommodation. But standards and achievement are not satisfactory and the central task of maintaining those, and the quality of teaching and learning, has not been sufficiently embedded in the structures and practice of the school. There is a degree of low level disruption in lessons which has not been fully tackled.

Although there are pockets of good and very good practice in the school, there is a lack of consistency. The school is beginning to address this and other issues of quality assurance and self-review through changes in the composition in the leadership team, the re-designation of a number of key posts and the restructuring of responsibilities throughout the school. The new senior leadership team are working quickly to establish a clearer direction and are committed to raising standards for all students.

Governors keep in close touch with the school's work across all stages. There is strong leadership from the chair of governors, and good involvement of governors in the day-to-day life of the school. Although supportive, especially during the difficult time following a major fire, it is plain that governors have not always been sufficiently challenging, particularly in the school's response to weak standards and achievement.

The school's exemplary work with local partners in the Pudsey Consortium has been commendable, and contributed to substantial improvement in both sixth form provision and achievement. There are excellent new buildings, and a well focused development plan. There have been substantial improvements in information and communication technology provision since the previous inspection. The school's finances are well managed, with a reasonable surplus taken forward from year-to-year.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	2
How well does the school work in partnership with others to promote learners' well-being?	3	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	4	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	4	3
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	4	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	2
How well are learners cared for, guided and supported?	3	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	No
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming the inspection team into your school. We appreciated the time many of you gave to talk with us and to let us know your views. The purpose of our visit was to find out what your school does well and the areas that need to improve.

These are our main findings from our visit.

- Although many of you pass your tests and examinations, you do not make as much progress as you should in your time at school. You need to try harder to achieve the best results you can. We have asked the school to help you with this by telling you how well you are doing and making sure your homework is marked so that you know how can improve and reach your targets.

- Teaching is good in some areas of the school, but too many lessons do not give you the chance to develop your skills or be involved in different activities that will help you to learn and make progress more quickly. We have asked the school to look at ways in which some of the teaching could be made more interesting and enjoyable so that you all do well.

- Your behaviour around the school is fine, but quite a few students are disruptive in lessons and this stops others from making as much progress as they could. The school will be looking at ways to encourage everyone to be more responsible and have better attitudes towards each other in lessons so that everyone has the chance to do their best. It is important that you help the school by showing respect for each other in lessons.

- You appreciate having a school council, but sometimes you feel that your views and suggestions are not always listened to. Inspectors have asked the school if they can look into this with you.

- Students in the sixth form do well, although some of you do not achieve the grades predicted by your GCSE results. The school has worked hard to provide you with a good range of subjects to choose from. Students really like the atmosphere in the sixth form because the staff treat you as an adult and there are good opportunities to make new friends.

Finally, please can we thank you again for welcoming us into your school and being so friendly and polite. We wish you every success for the future.