

Crawshaw School

Inspection report

Unique Reference Number	108084
Local Authority	Leeds
Inspection number	300484
Inspection dates	14–15 March 2007
Reporting inspector	Elisabeth Linley HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Number on roll	
School	1041
6th form	145
Appropriate authority	The governing body
Chair	Ms Jackie Goodall
Headteacher	Mr Neil Clephan
Date of previous school inspection	30 January 2006
School address	Robin Lane Pudsey West Yorkshire LS28 9HU
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Age group	11–18
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

This large comprehensive school serves students who live predominantly in south Pudsey. The school's sixth form is run as part of a consortium with two other local secondary schools. The majority of those who attend the school are of White British heritage. There is a low percentage of pupils who are from minority ethnic groups and none is in the early stages of learning English as a second language. A smaller than average proportion of students is entitled to free school meals. However, the percentage of students who have learning difficulties and/or disabilities is above average.

Crawshaw School has Investors in People status. It was also awarded specialist status for humanities in September 2005. This includes the three subjects of drama, geography and history. The impact of the specialist status was not reported on at the last inspection in January 2006. Since the last inspection, the headteacher and a deputy headteacher have left the school. An executive headteacher took up post in September 2006 and other new appointments have been made to the leadership team and teaching staff.

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 be reasonably expected to perform.

The school has worked hard to improve since its last inspection when it was given a Notice to Improve. At that time, achievement and standards, teaching and learning and leadership and management were all judged to be inadequate. This is no longer the case. Teaching is now satisfactory with more good teaching evident than previously. Senior leaders and middle managers have developed well and are effective in their leadership and management roles. Leadership and management are now satisfactory and self-evaluation reflects the school's better understanding of its work. As a result, the school's provision has improved and students' learning is better. However, the school's work has yet to make its full impact on students' achievement, which remains inadequate. As a result, the school is given a Notice to Improve.

A key factor in the school's recent success is the significant strength of leadership provided by the executive headteacher. In a short time he has enabled his senior leaders to develop effectively as a team. Together they have energised staff to secure improvement and this is now paying dividends. For example, the collection and analysis of data are much better and are used increasingly effectively to identify what intervention and support will best help students' learning. Students' care, guidance and support are now good. New strategies to aid teaching are making a difference to its quality. No inadequate teaching was observed during the inspection and most students made satisfactory progress in lessons. Students with learning difficulties and/or disabilities receive effective support and make similar progress to that of other students in their group. Although this is an improvement, all students need to make consistently good progress through good teaching if their achievement is to accelerate at the pace required.

The legacy of weaknesses in teaching and learning in the past means that students have a lot of lost time and need to catch up. This has contributed significantly to students' underachievement in Key Stages 3 and 4. GCSE results in 2006 declined and achievement and standards in science were of particular concern. So too were the results in the humanities subjects of history, geography and drama. The school has understandably focused on improving achievement in the core subjects of English, mathematics and science, and mathematics continues to be a subject where students do well. However, the impact of the specialist humanities status, in terms of its provision, results and influence across the school, is inadequate.

Effectiveness and efficiency of the sixth form

Grade: 2

The work of the sixth form is a credit to those across the consortium who lead and manage it: leadership and management here are good. The quality of provision in the sixth form is also good. Performance at A level improved significantly in 2006 and there is good evidence that this level of performance will be repeated in 2007. Students' good achievement reflects the quality of teaching observed. There are particular strengths, for example, in business education, where performance is outstanding.

What the school should do to improve further

- Raise students' achievement and standards in Key Stage 3 and Key Stage 4, particularly in science.
- Improve the proportion of good and better teaching and learning in school.
- Improve the provision, the outcomes and influence of the specialist status in humanities across the school.

Achievement and standards

Grade: 4

Grade for sixth form: 2

Students start school with standards that are slightly above average. In Years 7 to 9, most pupils now make satisfactory progress and gain the results that might be expected in Year 9 tests. However, lower attaining boys do not achieve as well as they should in English and science. In 2005, GCSE results were close to the national average, but in 2006, there was a significant fall in the proportion of students gaining five or more grades A* to C. Too many students did not reach that standard and therefore underachieved. Although students make good progress in mathematics they do not always make as much progress as they should in English, and they make even less progress in science. There is also underachievement in drama, history and geography at Key Stage 4. In 2006 the school met its challenging Year 9 targets for mathematics, but not those for English and science. In addition, it did not meet most of its GCSE targets, or those set in relation to its specialist status. Standards are broadly average in the sixth form and, given the slightly below average attainment on entry into Year 12, achievement is good. In 2006 every student gained at least a grade E at A level.

Personal development and well-being

Grade: 3

Grade for sixth form: 2

Students have responded positively to recently developed systems of rewards and sanctions and their behaviour is now mostly good. The incidence of referrals and exclusions for misbehaviour has reduced dramatically. Attendance is average and punctuality is much improved. Students' spiritual, moral, social and cultural development is satisfactory. Through a programme of personal, social, health and citizenship education (PSHCE), students develop an appropriate understanding of life in a multicultural society. They feel safe around school and recognise its promotion of healthy living. Their enjoyment is enhanced by more frequent chances to make their voice heard. Pupils enjoy opportunities to serve the community and to join in extra-curricular activities such as sport. However, they would like more such provision, particularly as the school does not currently provide two hours of physical education each week. Students' good humour and confidence are evident. However, some still have to acquire the literacy, numeracy and cooperative skills they will need in the workplace. The personal development and well-being of sixth-form students are good. They are very keen to contribute to school life, for example, to support younger students. They also enjoyed sitting on the appointment panel for the new headteacher, as did students in other year groups.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 2

Students are now making satisfactory progress in lessons because the teaching they receive is satisfactory. However, students have gaps in their learning as a result of earlier weaknesses in teaching. Since the last inspection, a lot has been done to improve the quality of teaching and learning. Students talk positively of the changes that have been made: for example, they are now clear about their targets for improvement. The impact of strategies such as assessment for learning is beginning to make a difference. Greater opportunities are provided for students to work together. Teachers are more confident and, as a result, the proportion of good teaching in school has increased. Where teaching is outstanding, planning was a significant strength. In a Year 7 drama lesson for example, all students achieved particularly well as they were helped to understand the consequences of racism and prejudice. However, there remains too high a proportion of satisfactory teaching in school. Marking is variable in quality across subjects and pupils say that the quality of the homework they are given is not consistent: inspectors agree. However, good practice does exist, for example, in the mathematics department. The quality of teaching and learning in the sixth form is good.

Curriculum and other activities

Grade: 3

Grade for sixth form: 2

Although the school does not provide two hours physical education per week, the curriculum is satisfactory overall. At Key Stage 3 there is an effective focus on building students' capacity to learn through a range of measures. These include a targeted reading programme, an additional literacy group for low attaining students and tutor periods where well-structured opportunities for students to reflect on their learning are a regular feature. The range of courses offered at Key Stage 4 is gradually expanding to include a number of vocational GCSE subjects such as work-related college courses and the Awards Scheme Development Accreditation Network. The school has successfully introduced adult literacy and numeracy courses, enabling a significant proportion of Year 11 students to gain qualifications at a level equivalent to GCSE. Provision for PSHCE is well considered, leading to the award, 'Preparation for Adult Life'. Through the consortium, sixth-form students can select from a good range of diverse and engaging courses. They include the more traditional academic courses alongside a growing number of courses that are work related.

Care, guidance and support

Grade: 2

Grade for sixth form: 2

The care, guidance and support of students are good. Effective relationships between staff and students create a supportive and inclusive environment for students to try their best. Teachers have good knowledge of students' needs and potential. Recently developed systems for tracking students' progress and identifying any underachievement are effective. Teachers use this information well to get pupils back 'on track' with various strategies, such as extra

revision classes, more support with coursework and better involvement of parents. Staff identify the needs of vulnerable students and provide strong support to them and their families. There are clear, detailed policies for health, safety and child protection and all staff are familiar with them. Thoughtful induction processes help new students to settle in. Older students get effective advice about the courses they choose with the expertise of many external agencies being utilised well. Sixth-form students continue to be well supported. They particularly value the steps taken by individual teachers to support them outside the school day. They have good access to information to support their well-being, their future studies, training and employment.

Leadership and management

Grade: 3

Grade for sixth form: 2

The executive headteacher has provided highly effective leadership for the school since his appointment. Staff speak enthusiastically of his high expectations for everyone to succeed. As a result, accountability for the school's success is clear in the minds of all leaders and managers. Members of the leadership team have built well on their strengths, noted at the time of the last inspection. They have developed into an effective team and are now good at the roles they carry out. Senior and middle leaders value the level of challenge and support they now receive. As a result of their work the quality assurance systems to monitor and evaluate the school's provision are more effective. The tracking of students' progress is much improved and the monitoring of teaching and learning is better. The governing body has worked hard to develop its role to challenge the work of the school more effectively. To this end, a joint area review group has been established to better monitor the work of the school. More effective links have been established between the senior leaders and the governors, and the chair of governors remains highly motivated and supportive of the school.

The leadership and management of the sixth form have been developed effectively across the consortium: leadership and management are now good. The small management team provides a good model for the whole school, particularly through its use of data to set high expectations and challenging targets.

Overall, much has been achieved at Crawshaw since the executive headteacher joined the school. The improvements and impact made in a relatively short time demonstrate that the school now has good capacity to improve further.

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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?	2	2
The effectiveness of the school's self-evaluation	3	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	4	2
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	4	2
How well learners with learning difficulties and disabilities make progress	4	

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	2	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	2	
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?	3	2
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?	2	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	Yes	

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us into your school when we visited recently. It was good to hear your positive views and to know that the vast majority of you feel that Crawshaw is a better place to be. One of the key factors in your school's improvement is its leadership and management, which is now stronger than it was. Your executive headteacher has made many positive changes and staff are working well to make sure things are better for you. You are also responding well to the good support and guidance you receive: punctuality is better and most of you behave well.

There is still some way to go to improve your achievement which, given your ability when you start school in Year 7, is not as good as it should be. Students who took the school's specialist subject in history, geography and drama did not do as well as they should have done. These departments are working hard to make improvements so that the school's specialism can make more of a difference to what happens in school and to your overall achievement. A way to secure this is for the teaching and learning to get better. Much improvement has been made here, but standards, particularly in Key Stages 3 and 4, and especially in science, will only improve if the quality of teaching and your learning is consistently good or better.

The sixth form has remained a positive feature of school. Here the majority of students achieve well, particularly in business. The sixth form's provision and leadership and management are good and you benefit from the consortium arrangements. As sixth-formers you are good role models for younger students and you enjoy your responsibilities within the school community: you are a credit to the school.

The positive improvements made in school this year have shown us that you all have the capacity to do well. However, given the underachievement in Key Stages 3 and 4, Crawshaw has been given a Notice to Improve, which means that school will receive another inspection in a year's time. So, we are asking you all to work with the staff to:

- make sure that good teaching and learning increases so you consistently achieve well and standards are raised throughout school, particularly in science
- ensure that your school's specialist status in the humanities makes a bigger difference in what you learn and achieve across school.

We wish you all every success in the future.