

Judgemeanow Community College

Inspection report

Unique Reference Number	120287
Local Authority	Leicester City
Inspection number	302294
Inspection dates	2–3 May 2007
Reporting inspector	Marianick Ellender-gele 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	11–16
Gender of pupils	Mixed
Number on roll	
School	1215
Appropriate authority	The governing body
Chair	Eleanor Pepper
Headteacher	David Powell
Date of previous school inspection	28 April 2003
School address	Marydene Drive Evington Leicester LE5 6HP
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Age group	11–16
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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

Judgemeadow Community College has specialist status for languages and internationalism and is considerably larger than the average secondary school. Attainment on entry is broadly average. The great majority of students are from a wide range of black and minority ethnic backgrounds. The proportion of students eligible for free school meals is above average. The number identified as having learning difficulties and/or disabilities is average. The college has had the Investors in People award for the past ten years and gained the Health Promoting School national award in spring 2006. Plans are in hand for the college to be rebuilt in 2008 as part of the Building Schools for the Future programme. The college gained specialist language status in September 1999. The Football Foundation Building, opened in 2006, has greatly enhanced the college's sports facilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Judgemeadow is a good college. It has outstanding features in its approach to ensuring racial and community harmony, its curriculum and the care, support and guidance provided for its students. Personal development is excellent. Students are well cared for, feel safe and know how to be healthy. Teaching and learning are good. The college focuses relentlessly on raising standards and improving achievement. This is extremely successful in Years 7 to 9, where progress and achievement are particularly good and lead to above average standards at age 14. Students continue to achieve well in Years 10 and 11, reaching above average results at GCSE.

Current students are making good progress, with GCSE results predicted to improve still further in 2007 and no significant variation between the achievement of different ethnic groups. The Principal and senior leadership team are accurately aware of strengths and weaknesses and many improvement strategies show positive impact. The great majority of students know what they need to do to improve their work and the college recognises the need to embed this further to ensure that all boys succeed as well as girls and, in particular, to consolidate the learning of lower ability boys. The college manages very effectively the welfare of students facing personal challenges in their life. Those who have learning difficulties and/or disabilities make good progress. Behaviour is good. Students say that they enjoy their lessons and that their teachers are always willing to help. Many lessons are very well planned and do stimulate all learners; however, opportunities for young people to do some interesting research independently and stimulate their thinking are not consistent.

The impact of the college's specialism in modern foreign languages (MFL) and internationalism is excellent. The curriculum is innovative in several aspects, for example French is used very effectively to teach other subjects, such as personal, social and health education (PSHE), and students who are entered early for their GCSEs in modern foreign languages and mathematics do very well. Resources and the learning environment are very good. Many students commented that 'they liked the college very much' and that 'relationships were very good between students of all backgrounds'.

Leadership and management are good. The Principal's vision and energy are central to the success and popularity of the college in the community. He has developed the roles and responsibilities of senior leaders and the regular secondment of key managers to the leadership team exemplifies his commitment to the professional growth of all staff. Heads of year and heads of subjects are challenged very effectively to review the quality of provision in their areas; however, the findings from these evaluations are not yet applied consistently enough to raise teaching and learning to the level of the best and consolidate further the rate of progress in Years 10 and 11. The issues of the previous inspection have been addressed well. Governors play their part very well in monitoring provision and standards. The college demonstrates excellent capacity to improve.

What the school should do to improve further

- Provide even more opportunities for independent research to increase challenge and the rate of progress, particularly in Years 10 and 11.
- Implement the agreed strategies to address the underachievement of some boys, particular those of lower ability.

- Make full use of subject reviews to raise further the quality and consistency of teaching and achievement.

Achievement and standards

Grade: 2

Standards at age 14 are above the national average and current students demonstrate good achievement overall, with particularly good progress in Years 7 to 9. Achievement in English, mathematics and science is good and the 2006 targets were met in these subjects. More able students make good progress, as shown by the above average number achieving the higher levels in the National Curriculum tests and the good results achieved in mathematics and modern foreign languages for those who take their GCSE in Year 9. A good rate of progress is maintained in Years 10 and 11, especially for girls. In those years no significant variation exists between the progress of different ethnic groups, but some lower ability boys underachieve. Achievement across subjects is good overall and the college is aware of the slower progress of some students in lessons where teaching is only satisfactory. GCSE results have risen year on year to reach their highest ever levels of 65% at five A*–C grades in 2006. The five A*–C including English and mathematics are also impressive, being 10% above the national average. Results match the national average at five A*–G grades and one A*–G grade. The college is making very good progress against the targets set for its language and internationalism specialist status, with an excellent contribution made by language studies to the local community and to students' understanding of the multicultural world in which they will live and work. Students who have learning difficulties and/or disabilities achieve well against the targets set for them.

Personal development and well-being

Grade: 1

Students' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is excellent. The college is a place of racial and social harmony where students learn very effectively about their rights and responsibilities, as well as humanity and tolerance. Students have very good relationships with adults and each other. Many comment on these positive relationships and say that 'students and staff are very friendly' and that 'if you have a problem it is dealt with quickly'. Students are courteous, respectful and considerate. Behaviour in lessons and around the college is good. There have been no permanent exclusions this year. Fixed-term exclusions are much reduced thanks to the positive mentoring and relevant curriculum provided to students with challenging behaviour. Attendance is in line with the national figure. Students understand safe practices and adopt healthy lifestyles with a very high number involved in sport and recreational activities. They really enjoy their education and the great majority continue their studies or training post 16. Students have a strong sense of belonging to the college and contribute very effectively to wider community activities.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and, as a result, students make good progress. Some teaching has outstanding features. This is when teaching challenges all students regardless of ability and is planned well with careful preparation for investigative and practical work. Teaching and learning are very responsive to the wide range and differing needs of black and minority ethnic

students. Consequently, there is no significant difference in the progress of these groups. Information and communication technology (ICT) is well employed to speed the pace of learning. Students respond well to teachers' good subject knowledge and understanding of examination requirements. Some very challenging questioning helps students to develop their understanding. Students with learning difficulties and/or disabilities receive good help with their work from the learning support staff. Teaching is less effective when there are fewer opportunities to learn independently. There are times when challenge and creativity are insufficient to raise standards, particularly in Years 10 and 11, leading to underachievement and, in some cases, students becoming disengaged. Students are often told what they will learn and they are made aware of their targets but insufficient time is given at the end of lessons for them to reflect upon what they have achieved.

Curriculum and other activities

Grade: 1

The curriculum and other activities are outstanding. These are very well matched to the needs, aspirations and interests of students. Every student follows a good programme of PSHE, including citizenship, and this helps develop their personal qualities. The high quality provision in Years 10 and 11 ensures that students access relevant academic and vocational courses. The curriculum is subject to careful review and continuing development. The college works in close partnership with other 14 to 19 providers to ensure breadth of pathways into training and employment. Specialist status is having a very good influence on the curriculum as students benefit from a wide range of language courses, family literacy programmes and international visits. Gifted and talented programmes are used very well to maximise success and the use of modern foreign languages in a practical context, such as the immersion opportunities in PSHE, brings authenticity to language learning. The range of enrichment and out-of-hours learning opportunities is impressive. Students commented on the 'teachers always willing to stay behind to help' and the 'many opportunities for revision sessions after school'. Students' self-esteem and horizons are further enhanced by an excellent range of local, national and international activities which develop their artistic, cultural and personal skills.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The sensitive and knowledgeable approach to meeting the needs of the many different ethnic groups is a particular strength. Students speak in glowing terms about the dedication and approachability of the staff. They feel that their teachers know them extremely well, and that all the staff are committed to helping them to do their best – a Year 11 student said: 'they are always willing to help you, and never give up on you'. The college has very robust systems for ensuring that students' attendance, progress and well-being are regularly reviewed and carefully monitored, and that action to address problems is taken swiftly and effectively. The special educational needs department gives outstanding support, with the result that students who have learning difficulties and/or disabilities make good progress. Students feel safe from bullying, which they say is rare and dealt with immediately. The college deals effectively with those whose behaviour causes concern. Arrangements for safeguarding students are secure. College staff work well together and cooperate closely with a wide range of outside agencies to provide effective support, for example with careers guidance and personal counselling. Information and guidance to help students make good choices when transferring to the next stage of their education are comprehensive.

Almost all parents feel that they are well informed about their children's progress and that any concerns they may have are listened to and acted upon.

Leadership and management

Grade: 2

Leadership and management are good. Several aspects are outstanding; in particular, the Principal's leadership in ensuring that equality of opportunity permeates policies and practice, the success as a specialist language college, harmony amongst the culturally diverse groups of students and pastoral care. The college has enhanced provision over the years with considerable benefits to its students. Self-evaluation is very honest and the college knows itself well.

The Principal provides dynamic leadership. His clear vision and priorities are communicated effectively and inspire all involved with the college to focus on continual improvement. This clarity of educational direction and sense of purpose pervades the college and as a result there is a strong sense of respect and unity amongst staff and students. The governing body makes a very strong contribution to setting the college's direction. It provides good support and understands well the strengths and areas for development. The governors perform very effectively the role of critical friend.

The college has been successful in building committed and effective teams at all levels. The very able and new senior management team is purposeful and energetic. Procedures for assessing teaching and learning and reviewing the college's work are robust and systematic. However, the findings of this are not yet used consistently to bring the level of teaching and learning to the level of the best. Resources are deployed very efficiently and the recruitment and professional development of staff are good. A sense of order has been created that provides very effective day-to-day management. Financial management is secure and ensures budgets are well controlled.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

5 May 2007

Dear Students

Inspection of Judgemeanow Community College, Leicester, LE5 6HP

I am writing on behalf of the inspectors who visited your college on 2–3 May to thank you for making us so welcome and talking to us during your lessons, around the college and in discussions at different times of the day. We are pleased to tell you that we found Judgemeanow to be a good college. Some of its work is outstanding. We agree with those of you who told us that the Principal and staff always seek to improve the way the college is run and that staff really want all of you to do well and care very much for your happiness and well-being.

Here are some of the best things we found about your college:

- Teaching is good and engages you well in active and purposeful lessons.
- You are making good progress and do well in your tests and examinations.
- You are provided with a good selection of courses to meet your needs.
- Staff care for you well and want to do their best for you.
- Your behaviour around the college and in lessons is good.
- You know what you have to do to be healthy and the college promotes this well.
- The college is already working on some of the aspects we suggest should improve. These include:
 - Improving the rate at which you progress, especially in Years 10 and 11, through more opportunities for independent research.
 - Making sure that all boys do as well as they can.
 - Continuing to check provision in all subjects to make teaching and achievement even better.

We wish you all the very best for the future.

Yours faithfully

Marianick Ellender-Gelé HMI Lead inspector