

Crawshaw School

Inspection report - amended

Unique Reference Number	108084
Local Authority	Leeds
Inspection number	318570
Inspection dates	16–17 April 2008
Reporting inspector	John Young 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	1163
6th form	122
Appropriate authority	The governing body
Chair	Mr Andrew Byrom
Headteacher	Mrs Joanna Ruse
Date of previous school inspection	14 March 2007
School address	Robin Lane Pudsey West Yorkshire LS28 9HU
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Amended Report Addendum

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Introduction

The inspection of Crawshaw School in January 2006 resulted in the school receiving a notice to improve. The re-inspection of the school in March 2007 concluded a further improvement notice was required. An interim monitoring visit by one of Her Majesty's Inspectors in November 2007 judged that the school was making good progress in addressing the areas for improvement previously highlighted.

This inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

Crawshaw School is a larger than average community school. Most students live locally and the vast majority are of White British heritage. Very few students speak English as an additional language. Most students come from backgrounds that are neither advantaged nor deprived. The proportion of students eligible for free school meals is less than the national average. The percentage of students identified as having learning difficulties and/or disabilities is above average. On entry into school, students' attainment is generally above average. The school gained specialist humanities status in September 2005, and holds Investors in People accreditation and the Inclusion Chartermark. The school's sixth form is part of a consortium with two other local schools. The headteacher joined the school following the previous inspection in March 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Crawshaw School now provides students with a satisfactory quality of education. The appointment of a permanent headteacher and her restructuring of the roles and responsibilities of senior and middle managers have added fresh impetus to the school's efforts to improve. As a result, there is an air of greater stability and a higher quality of strategic direction. The school has made effective progress in addressing the areas for improvement highlighted by the last inspection. It has benefited from intensive support from the local authority, particularly in relation to improving the impact of teaching. The introduction of improved systems to manage students' behaviour and assess and monitor their progress, coupled with enhancements to the curriculum for groups of students with additional learning needs, has helped the school foster a better climate for learning. Crucially, standards and achievement have risen in core subjects and in the specialist subjects of geography, history and drama. The impact of the specialist humanities status, in terms of its provision, results and influence across the school is improving. However, there is considerable scope to develop its sphere of influence.

Standards are above the national averages, while achievement is satisfactory. This represents substantial improvement compared with the situation over the past couple of years when students were underachieving. Although the overall quality of teaching and learning is satisfactory, the proportion of good teaching has increased since the last inspection and this, together with a greater focus on academic monitoring and guidance to support students' learning, is contributing to better progress. Unfortunately, not all staff adhere to these procedures fully and this has resulted in some inconsistency in progress, particularly in English. Personal development is satisfactory and students feel well prepared for their life beyond the school. The curriculum remains satisfactory. There are detailed plans to alter provision radically from September 2008, which the school hopes will better suit the needs and interests of students. However, the school fails to meet the government recommendation to provide two hours of physical education per week for students. Care, guidance and support are satisfactory overall, with good provision for vulnerable students. Leadership and management are satisfactory, with some strengths in senior and middle management. Governors fulfil their role effectively and maintain a high profile. The school has moved forward and has satisfactory capacity to improve further, but there remains much work to do. The highest priorities are to promote effective learning and raise student achievement by further developing the quality of teaching and ensuring staff use assessment data consistently for target-setting, monitoring, and planning intervention strategies.

Effectiveness of the sixth form

Grade: 3

The sixth form provides a satisfactory quality of education for its students. Leadership and management are good, as are many aspect of its work, including a diverse and well balanced curriculum and the way it promotes students' personal development and well-being. Although the overall quality of care, guidance, and support students receive is good, the guidance given to students in developing study skills varies considerably from one subject to another. Standards dipped in A-level results in 2007 and there was evidence of some underachievement, but standards are currently above average and improving. This represents satisfactory achievement

from students' starting points. The dip in standards in 2007 was largely because all departments in that year did not closely follow the monitoring and tracking systems during the enforced reassignment of the head of sixth form to support improvement in the main school. There is evidence that students are on track to achieve the challenging targets set for them. Retention rates are high and the vast majority of students go on to continue their studies at university. There is good capacity to improve further.

What the school should do to improve further

- Consolidate improvements in standards and achievement throughout the school and accelerate students' progress in English.
- Establish the consistent use of agreed assessment, target-setting, monitoring and intervention strategies throughout the school.
- Equip students with the necessary study skills to tackle advanced level work prior to their transfer into the sixth form.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Grade for sixth form: 3

Students' attainment when they enter the school is generally above average. They go on to reach standards by the end of Year 9 and Year 11 that are above average, which represents satisfactory progress. Assessment data kept by the school and the evidence from the inspection show that students are currently making expected progress throughout the school. Students with learning difficulties and/or disabilities make similar, satisfactory, progress because of accurate identification of their needs and the provision of suitable support. However, despite some improvement, students' progress in English remains poor overall. The school believes that the appointment of a new head of department, together with better stability in staffing, will help to increase the pace of improvement. The introduction of assessment and tracking procedures alongside targeted intervention have contributed to students' improved achievement. However, these procedures need to become more embedded and consistently applied right across the school. Crawshaw met its targets in 2007 and, with the exception of English, is on track to meet them in 2008. Nevertheless, the school recognises that its targets for 2007 lacked challenge.

Standards in the sixth form are above average and improving. This represents satisfactory achievement from students' starting points, which are also above average.

Personal development and well-being

Grade: 3

Grade for sixth form: 2

Students' personal development and well-being are satisfactory, as is their spiritual, moral, social and cultural development. Students are developing their social skills, moral awareness and understanding of other cultures. Most students enjoy school, particularly practical lessons, and the range of enrichment activities offered. They feel safe. Bullying, more of a concern

among younger students, is limited and racist incidents in school are rare. Attendance is broadly satisfactory but the drive to maintain the attendance of older students needs to continue as the poor attendance of a minority impacts adversely on their attainment. In class, behaviour is usually good whilst at social times it is satisfactory. Older students have not welcomed the school's changes to the lunchtime arrangements, the stricter expectations with regard to student dress and appearance, and the zero tolerance of smoking, and this has led to a rise in exclusions. The school also has a small number of 'hard to reach' students who choose to flout the rules. Students have a good knowledge of the risks of alcohol and drugs misuse and the benefits of eating well and taking regular exercise. Students are making an increasing contribution to the life of the school, particularly the school council. Crawshaw prepares students well for the future by enabling them to acquire basic skills, through providing enterprise and work-related learning opportunities, and through good guidance and information on careers, further education and training.

During their time in the sixth form, students develop into socially and emotionally mature and reflective young adults. They take responsibility for their own learning and have good opportunities to acquire skills that will help them secure their future economic well-being. They enjoy sixth form life and feel staff take their views seriously. They play a full part in the wider school community, for instance by mentoring younger students in the main school.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 3

Teaching and learning are satisfactory overall and there is a significant minority of good lessons. Students' learning is improving because of higher staff and student expectations; better use of assessment data to plan students' learning; more focused monitoring of students' performance; and better intervention arrangements to support any students falling behind their targets. However, this is not happening consistently in all subject areas, and means that a minority of students experience mundane activities that lack challenge and hamper their learning. Often these lessons lack clarity and students are passive and become disengaged. The strengths of teaching and learning are in students' enjoyment and engagement in their lessons, especially when they are involved in practical tasks. In mathematics, art and French in particular, questioning successfully draws out the students' thoughts and views as well as checking what they have learned. In the main, staff use their good subject knowledge to prepare suitable learning activities, including individually tailored support for students who have additional learning needs. For the most part, there are positive working relationships between staff and students, based on respect and the effective use of the behaviour management policy. Marking has improved because teachers are generally following the school's assessment policy, although there are still some inconsistencies in the quality of feedback that the students receive.

Teaching and learning in the sixth form is satisfactory. Teachers' subject knowledge is good. In the most effective lessons students work independently and collaborate well. They explore ideas and concepts, and are encouraged to think for themselves and present their ideas to others clearly and confidently. In less effective lessons activities are dominated by the teacher, with fewer opportunities for students to be actively involved in their own learning.

Curriculum and other activities

Grade: 3

Grade for sixth form: 2

Inspectors agree with the school that the curriculum is satisfactory overall. However, the school has chosen not to introduce two hours of physical education at any key stage, which goes against the government's recommendation. Provision for students with additional learning needs is good. The learning enhancement base is a key component of the support provided and acts as a sanctuary for those students who have difficulty accessing the full curriculum. Initiatives, including a Year 7 literacy intervention project, work-based learning for targeted students, and intensive support for students identified as vulnerable, are further evidence of the quality of provision. All students benefit from work experience opportunities and careers advice and guidance. There are a range of extra-curricular opportunities which students take advantage of, including physical education and sport, music, drama, revision and booster sessions, and business and enterprise activities. Specialist humanities status is enriching curriculum provision. Partner primary schools benefit from cross-curricular transition work, particularly in drama, while the school has established international links with a school in India. The launch of a new vocationally oriented history GCSE has also proved a success. Within school, individual departments have benefited from additional funding, including the provision of interactive whiteboards in many classrooms. However, the school realises the whole school impact of specialist status could be greater. A new Key Stage 4 curriculum will be launched in September 2008, which the school believes will better meet students' needs and interests, including increased opportunities for vocational learning. There are similar plans to review the Key Stage 3 curriculum.

Students in the sixth form already benefit from good curriculum and enrichment opportunities through their membership of the consortium.

Care, guidance and support

Grade: 3

Grade for sixth form: 2

Care, guidance and support are satisfactory overall. The school is inclusive and teachers work imaginatively to meet the needs of all students, who receive effective support from a range of other adults within and outside the school, including the student support team, learning mentors, support assistants and a range of external agencies. The support for vulnerable students, including looked-after children, is particularly strong and enables them to make the same satisfactory progress as their classmates. Safeguarding procedures, health and safety systems, and risk assessments are in place to help ensure the safety and well-being of students. Academic guidance is less well established and not yet fully embedded throughout the school. Students are not always clear about how to improve further and their targets are not always challenging or appropriately monitored. Close monitoring of the attendance patterns of individual students is helping to reduce the number of persistent non-attenders. Good careers information and guidance as students move through the school enable them to make well informed choices and the numbers not moving into education, training or employment are low. However, the opportunities for students to develop advanced level study skills before they enter the sixth form vary considerably from one subject to another.

Sixth form students receive good guidance and support when choosing and applying for courses at university and college. The academic mentor and other staff monitor their progress closely so that they can identify and resolve any difficulties early.

Leadership and management

Grade: 3

Grade for sixth form: 2

Leadership and management, including in the specialist subjects, are satisfactory overall. Although there is some considerable strength among senior and middle managers, not all leaders have been sufficiently effective in their roles and this has slowed the pace of whole school improvement. The new headteacher has been decisive and taken swift action to ensure this is no longer the case. She has rationalised a number of key roles and responsibilities, which has resulted in a more effective structure. The headteacher provides clear educational direction. Staff have embraced the opportunities provided to update and extend their professional knowledge and understanding and are held to account for the quality of their work through rigorous performance management. Managers complement this with learning walks, work scrutiny and student evaluations.

The impact of the school's leadership is evident in the way it has tackled and improved key areas of weakness identified at the time of the last inspection, particularly in relation to raising standards. The headteacher has developed a well-conceived improvement strategy and she is rolling out a raft of integrated policies and measures. However, the impact of some of these procedures is inhibited because they are not yet embedded, nor do all staff consistently apply them. The school's self-evaluation is largely accurate and takes account of the views of parents and the students, who are largely supportive of the school. However, some parents and students have a negative perception of students' behaviour. Governors are very ambitious for the school and discharge their duties effectively. They have a sound grasp of how effectively the school is performing and are well placed to provide the necessary challenge as well as support to the school. The school deploys resources suitably to provide satisfactory value for money and its capacity to improve further is satisfactory. The local authority provides some invaluable support to the school.

Leadership and management of the sixth form are good. The head of sixth form has a clear vision for the future and is well supported by the assistant headteacher responsible for developing the consortium. Common procedures and systems operate across all schools in the consortium so that students feel well integrated in classes and their progress is tracked in a consistent way.

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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	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?	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	3	2
The capacity to make any necessary improvements	3	2

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	3	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 extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	3	
The attendance of learners	3	
The behaviour of learners	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	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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 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	3	
How effectively leaders and managers use challenging targets to raise standards	3	
The effectiveness of the school's self-evaluation	3	2
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	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
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?	No	

Text from letter to pupils explaining the findings of the inspection

Thank you for being so welcoming to my colleagues and me when we visited your school. We found it interesting and enlightening to observe your lessons and to evaluate the quality of education you receive. A special thanks to those of you who we talked to at break, lunchtime and during lessons; you conducted yourselves well.

The school provides you with a satisfactory quality of education and we removed the notice to improve. The signs that your school is getting better include the improvement in the test and examination results you achieved and the quality of work you are now producing in lessons. These demonstrate that you are making satisfactory progress overall, although you do not do as well in English as you should. The new headteacher has made a real difference. Some of the other underlying reasons for your better progress have been more good teaching, your own positive attitudes to learning, and the introduction of target-setting, monitoring and evaluation of your work, so that you are clearer about what you have to do to improve further. Unfortunately, this approach to target setting is not applied consistently through the school. The arrangements to support your personal development and well-being and to care for, guide and support you are satisfactory, as are the quality of the curriculum and leadership and management overall. Most of you behave satisfactorily, but a small group chooses not to. Similarly, a small minority does not attend regularly enough and this is affecting their achievement.

The overall effectiveness of the sixth form is satisfactory, as are teaching and the progress you make. Although care, guidance and support are good overall, there is inconsistency in the guidance you receive to develop appropriate study skills. Good features include the quality of leadership and management, the curriculum and students' personal development and well-being.

The school's leaders have already taken some effective steps to improve the school but understand that there is room for further improvement. We have asked them to: improve your achievement in English and sustain your progress in other subjects; and ensure you learn more effectively by further developing the quality of teaching and learning and improving the consistency with which assessment, target setting, monitoring and intervention strategies are used. We have also asked them to make sure you are equipped with the necessary study skills to tackle advanced level work.

I wish you all success in the future.