

# Wakefield District Community School

## Inspection report

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<b>Unique Reference Number</b>	131526
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	341157
<b>Inspection dates</b>	15–16 September 2009
<b>Reporting inspector</b>	Eric Craven HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	40
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jc Harris
<b>Headteacher</b>	Mrs Carol McDermott
<b>Date of previous school inspection</b>	2 September 2006
<b>School address</b>	High Well Hill Lane South Hiendley Barnsley S72 9DF
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<b>Age group</b>	11–16
<b>Inspection dates</b>	15–16 September 2009
<b>Inspection number</b>	341157

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<b>Boarding provision</b>	The Felkirk Centre
<b>Social care Unique Reference Number</b>	108314
<b>Social care inspector</b>	

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## Introduction

This inspection was carried out at no notice by two of Her Majesty's Inspectors, one social care inspector and one additional inspector. The inspectors visited 20 lessons, and held meetings with governors, staff, groups of pupils and representative from the local authority. They observed the school's work, inspected residential accommodation and looked at policy documents and records including those for safeguarding. The school's self-evaluation, pupils' progress records and examples of their work were also scrutinised. Ofsted questionnaires were returned by 8 parents/carers, 22 pupils, 5 boarders and 24 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The attainment of the pupils
- The quality of teaching in English
- The effectiveness of the school's safeguarding arrangements including the management of behaviour
- Pupils' attendance
- How effectively community cohesion is being promoted
- The quality of the boarding provision

## Information about the school

Wakefield District Community School, also known as the Felkirk Centre, is a 48 place residential special school with provision for up to 29 boarders. There are three purpose built residential units situated next to the school building. Each of the pupils has a statement of special educational needs because of their emotional, behavioural and social difficulties (ESBD). Nine out of ten pupils are entitled to free school meals which is well above the national average. Pupils are transported to school from all parts of Wakefield. Almost all are White British and there are only a handful of girls. Very few pupils are looked-after by the local authority. At the time of the inspection there were no boarders in residence because of a staff training event. When last inspected in 2006 the inspection was a single event for various elements of Wakefield's provision for pupils with ESBD which comprise the school, two pupil referral units and other out-of-school provision known as Personalised Learning. The whole of this provision is led and managed by the headteacher of Wakefield District Community School. This arrangement is currently the subject of discussion with the Department for Children, Schools and Families. This inspection focused only on the school and its residential provision.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector 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 the progress pupils make, the quality of teaching and learning, the curriculum and pupils' behaviour.

Due to their troubled educational histories many of the pupils arrive at the school with standards that are low in comparison with national expectations for pupils of a similar age. Because the quality of teaching is not adequate, pupils fail to make the rates of progress they need to in order to overcome their poor starts in education. As a consequence, pupils' achievement is inadequate. The quality of teaching is not what it should be because what the pupils are taught too often fails to interest and inspire them so they find these lessons boring. Moreover behaviour problems emerge and, when these are not extinguished quickly and effectively, lessons get disrupted and learning is seriously impeded. However, the pupils are resilient and their rate of attendance, which is around the average for similar schools, and their generally positive responses in questionnaires, show that the majority do enjoy the school. Boarders too talk very positively about their boarding experience.

Pupils are appreciative of the pastoral help they receive and effective systems are in place to support the range of pupils, including the most vulnerable. Boarders are looked after by a caring, consistent and competent staff team. This team has an extremely good understanding of individual boarder's needs and provides them with continuity of care. Boarders say they feel safe and happy with staff. Pupils across the school are well aware of external and school-related risks in their lives, and are positive about the contribution of key workers in helping them resolve their difficulties. They are keen to be involved in sporting and extra-curricular activities, know what represents appropriate choices when they reflect on decisions, and most are aware of the consequences of actions on themselves and others. Although the school has audited its provision and prepared plans to develop its work in community cohesion, the full impact of this is still to be seen as pupils generally have limited perspectives on other cultures and religions. Staff are hardworking, keen to improve and they are encouraged to contribute to the school's development planning. Indeed, their questionnaire responses painted a glowing picture of their commitment to the school.

The quality of boarding is satisfactory overall and there are significant strengths in some areas. However, there are also weaknesses in three of the six outcome areas, in

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particular health and organisation. The quality of leadership and management of the boarding provision is satisfactory.

Senior leaders of the school do have a schedule of self-review although this does not include systematically seeking the views of parents, carers and pupils on how well the school is doing and what needs to be improved. The strategic plan for the school, which is regularly reviewed by the headteacher and governors, is not separate from the plans for the entire service managed by the headteacher. This is a drawback and does not help make the school's plans prominent and evident to the school community. The school's partnership with other agencies and other parts of the provision does give the school a helpful continuum from which it can draw additional support. For example, three pupils are currently receiving their education through a different provider known as Personalised Learning before moving back into the school. Staff know individual pupils well and are vigilant to ensure they are treated fairly and equally. Safeguarding is satisfactory; relevant regulations are met, and policies are reviewed and comply with central requirements. However, because the outcomes for pupils are less than satisfactory the value for money the school is achieving is inadequate.

### **What does the school need to do to improve further?**

- Eliminate inadequate teaching and increase the proportion of teaching judged to be good so that the rate of progress pupils make increases, by:
  - engaging the pupils more with the curriculum through practical and exciting learning activities and reducing the amount of worksheets presented to them;
  - consistently managing behaviour problems swiftly and effectively so that they do not escalate or disrupt the education of pupils.

### **Outcomes for individuals and groups of pupils**

**4**

Since the previous inspection pupils' attainment has risen as evidenced in the number, range and grades of the external qualifications the pupils gain. All pupils who left the school in 2009 did so with some form of external award. Nevertheless, achievement is inadequate as the standards reached are not as high as they should be. Due to staffing difficulties pupils' progress in English has been restricted and none have taken GCSE examinations in this subject. The school has increased its curriculum offer and plans to give pupils the opportunity to study up to five GCSE courses, including English, in 2010. Teachers' assessments show that pupils make most progress in science and least in mathematics. A little over half of the pupils failed to meet their targets in mathematics, about half in English, whilst a third did so in science. The school's six monthly reading and spelling test scores and annual mathematics tests show the best progress to be in reading. Whilst there is evidence of a few pupils making good leaps forward in their learning, there are far too few of these examples. The school acknowledges that an area for development is the accuracy of teachers' assessments and there are plans to tackle this now that national progress data has become available on pupils who have special

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educational needs and/or disabilities. The progress pupils made in the lessons observed mirrored the quality of the teaching and in about half of the lessons their progress was inadequate.

Pupils' poor behaviour occurs too often. This results in disrupted learning in too many lessons. Around the school, pupils' behaviour is often disorderly. Too many pupils fail to respond to guidance from staff, which is inconsistent. The expectations of staff are too low. There are too many instances where pupils are allowed to challenge the authority of staff. When bullying arises, pupils comment it is dealt with quickly, although some pupils were concerned about its possible recurrence.

Few pupils are persistently absent and punctuality is good because pupils are transported to and from school. The staff are quick to check on unauthorised absences through early contact with parents and carers. Pupils know of risks to their health and well-being and understand the need for healthy eating. They are keen to be involved in physical activity and are aware of the school's efforts to provide fruit and vegetables. The school council makes a limited input to the working life of the school, although senior leaders are prepared to consider suggestions from pupils for greater engagement with the local community. Pupils are keen for more of their views to be taken on board, and want to play a greater role in the work of the school.

Risk assessments of work-related learning placements take account of pupils' interests and there is effective support from staff for those preparing to enter the work of further education or employment. The school also supports learners once they have left school. Pupils welcome the advice they receive from a range of staff, such as key workers and teachers, across the school; and systems for raising concerns are generally strong.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>4</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>  3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

For pupils of all ages and in the different subjects, too many lessons are barely satisfactory. Moreover, there are too many that are inadequate where pupils push and cross boundaries at will. The content of these lessons fails to interest and motivate pupils. The written work is often poorly matched to pupils' needs. Worksheets are used excessively and these are often boring. Pupils show their disaffection by displaying a range of unacceptable behaviour. The more able and committed pupils are only able to make slow progress because the climate for learning is poor. The less committed pupils often do as they please. This is so even in those lessons where teachers attempt to offer some variety outside of the formal classroom. In and out of the classroom teachers' expectations are too low. This applies to more experienced as well as less experienced staff. While arrangements for assessment are improving and are satisfactory, the data that results are not used well by teachers to plan lessons that are suitable for pupils.

The curriculum does not meet the needs of pupils and many do not find it relevant to their lives either now or in the future. As a result the learning of pupils of all abilities is inadequate. There are too few practical and exciting activities. Lesson planning lacks imagination. Tasks are mundane and do not require pupils to engage in activities. They often serve merely to alienate pupils further. However the curriculum is slowly improving, though not quickly enough. This is because the school is providing more opportunities for pupils to gain external accreditation, which is beginning to help motivate some of them, including the more able. The school is also becoming more flexible in how it uses the resources at its disposal, such as in the other centres, to try better to address pupils' personal and social needs. This includes the development of enrichment activities through the extended school day, which some pupils and their parents and carers value.

Pupils welcome the advice they receive from a range of staff, such as key workers and teachers, across the school; and systems for raising concerns are generally strong. Pupils are, by and large, aware of their behaviour targets but too few have an ownership of the targets set for their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>4</b>  3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>

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<b>The effectiveness of care, guidance and support</b>	<b>3</b>
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## How effective are leadership and management?

Staff who responded to the questionnaire unanimously agree that they know what the school is trying to achieve. There are arrangements for monitoring the school's provision and some of this work is being conducted by learning leaders (subject co-ordinators) who have an improving understanding of what is required of them. However, the monitoring and evaluation of teaching and learning by school leaders lacks rigour and robustness: the information gathered is not used effectively to inform subsequent school development planning. The school has positive relations with most parents and carers but arrangements for gathering their perspective on the school are rather ad hoc. Statutory annual reviews of pupils' provision and progress are satisfactory. The school engages with partners effectively: a good example is Connexions, a guidance service for pupils' futures, which serves the pupils well. Pupils talk positively of regular meetings and guidance to aid their transition to life beyond school.

All staff are trained in child protection procedures, and staff leading on this area are committed to maintaining effective safeguarding practices and procedures. The school is aware of those pupils who are most at risk and have taken steps to provide targeted support to those youngsters. The governing body has a wide and suitable range of experienced members. There are governors linked with various aspects of the school's work providing a helpful information flow and supporting the opportunities the governing body has to hold the school to account. Although judged to be inadequate the school has improved in some aspects of its work since its last inspection, for example in expanding the range of accreditation available. The effectiveness of middle leaders is improving and the governing body has a good understanding of how to be a critical friend of the school. Monitoring and evaluation systems are in place although they need to be more rigorously applied. For these reasons the school's capacity for sustained improvement is judged to be satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

**Boarding provision**

The quality of boarding is satisfactory overall with significant strengths in some areas. The spiritual, moral and cultural identity of boarders is well-promoted through staff knowledge and understanding of the boarders' individual needs. There are weaknesses in three of the six outcome areas, in particular health and organisation. The school does not meet nine of the 33 National Minimum Standards. However, previous recommendations have been met. These are in relation to first aid training for staff, menu records and the provision of a school nurse. Additionally, boarders now have the opportunity to have their views recorded following an incident or sanction and the young people's guide has been updated to reflect the presence of female boarders.

The school has strong links with a range of health professionals including the Child and Adolescent Mental Health Service and a paediatrician. Good systems are in place to ensure the health needs of boarders are met. Initial health assessments enable staff to have a clear picture of boarders' health so that appropriate contact can be made with relevant services.

The procedure for administration of medicines is not sufficiently robust in practice. Additionally, medication records are not adequately monitored by the head of care to establish reasons for discrepancies relating to prescribed medication. Staff encourage boarders to lead a healthy lifestyle and emphasise healthy eating and exercise. Boarders say they really enjoy meals and have plenty of choice for meals and snacks in the residential provision.

Safeguarding procedures are robust and staff are fully aware of their responsibilities to keep boarders safe from harm. Boarders feel listened to and very well supported by staff. There are times when bullying occurs in the residential house and staff act quickly to deal with this. However, specific risk assessments are not in place either to show that bullying is dealt with in an effective way or to reduce or eliminate this behaviour.

Boarders talk very positively about their boarding experience. Their achievements are celebrated and relationships between boarders and staff are mutually respectful. Staff are trained in the use of physical intervention. Although records indicate that this has not been used in the boarding house, an incident record contradicts this showing one occasion when this occurred. Monitoring of incident records is not sufficiently rigorous. The school works in partnership with the local police authority and a police officer spends time at the school. There are positive aspects to this arrangement but it is unclear what part the officer plays in the role of behaviour management for the boarding provision.

There are satisfactory fire safety procedures in place to protect the well-being of

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boarders and staff. These include regular testing of the fire alarm system and conducting drills. However, fire doors within the residential house are wedged open which is a fire hazard.

Excellent arrangements exist for boarders to have individual support from staff and other professionals. Staff value, promote and encourage all the boarders to make the best of their educational opportunities. Boarders are encouraged and provided with opportunities to read and acquire skills that have life-long benefits. Community activities include participation in the Princes Trust and fund-raising events, which enhances their social and personal development.

Staff share their own interests and enthusiasms with the pupils and encourage them to try out new activities and take up hobbies, such as golf and rugby. Boarders say the best parts of boarding are the activities they take part in and especially the off-site events. Staff are keen to enable boarders to give their views about the care and support they receive. Consultation with boarders takes place informally and formally through discussions with key workers and in residential meetings.

The promotion of equality and diversity is satisfactory although staff have yet to receive training in respect of this in order to broaden their knowledge base.

Boarders are encouraged and supported to maintain meaningful contact with their families and friends. Boarders choose the number of nights they wish to be resident at the school which varies from one to four nights a week in term time. Introduction to and leaving the residential house is on a planned basis and in line with the boarders' needs. The boarders' guide is informative but lacks details about disciplinary measures and the rewards system.

Boarders have placement plans that set out their assessed needs and adequately demonstrate how staff are to support and meet these. However, these do not make clear the role of staff in helping boarders with their educational development. The school organises training events for all staff to support them in their work.

Residential accommodation provides a homely, comfortable and caring environment. Overall the accommodation is well-maintained with some minor room repairs yet to be carried out.

The quality of leadership and management of the boarding provision is satisfactory although there are weaknesses in monitoring the provision. Areas where National Minimum Standards have not been met show a lack of monitoring and management oversight, for example, monitoring visits in order to report to the governing body on the conduct of the boarding provision are not undertaken on a regular basis. However, staff do feel they are very well supported by the head of care.

**National Minimum Standards (NMS) to be met to improve social care**

- ensure there is up-to-date and clear guidance, implemented in practice for administering medication, in particular to take account of the guidance of the Royal Pharmaceutical Society (NMS 14.17)
- ensure any use of physical intervention is recorded in the appropriate book

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(NMS10.14)

- provide procedures and guidance on police involvement in the boarding house (NMS 10.23)
- take positive steps to keep children and staff safe from the risk of fire by ensuring fire doors in the residential house are not wedged open (NMS 26.1)
- carry out recorded risk assessments of the times, places and circumstances in which the risk of bullying by other pupils is greatest, and take appropriate action to reduce or counteract the risk of bullying (NMS 6.5)
- provide information in the young people's guide about disciplinary measures used in the boarding house (NMS 1.4)
- ensure monitoring of required records, including those of sanctions, incidents and medication (NMS 32.2)
- arrange monitoring visits to the boarding house every half term and ensure a report is completed from the visit (NMS 33.2)
- ensure the school is organised, managed and staffed in a manner that delivers the best possible child care (NMS 31.1).

*This is the grade for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>3</b>
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## Views of parents and carers

Many of the returns from the one in five parents and carers who responded were positive about most aspects of the school. Typical comments were, 'My son has come on a long way' and 'I get regular contact regarding progress.' However, three parents/carers disagreed that their children were making enough progress. Inspectors agree with them that many pupils do not make the progress they should. One parent was exercised enough to comment about the school not listening to parents' views. The school has had a poor response in the past to questionnaires to pupils' families and this is partly the reason why senior leaders do not currently formally seek the views of parents and carers. However, there are other ways to systematically gather views and the school acknowledges that this is a necessary step to take in order to fully embrace the views of the school's community.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wakefield District Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 8 completed questionnaires by the end of the on-site inspection. In total, there are 40 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	50	4	25	2	13	2	13
The school keeps my child safe	6	38	8	50	0	0	2	13
The school informs me about my child's progress	6	38	6	38	2	13	2	13
My child is making enough progress at this school	6	38	4	25	4	25	2	13
The teaching is good at this school	6	38	8	50	0	0	2	13
The school helps me to support my child's learning	6	40	6	40	0	0	2	13
The school helps my child to have a healthy lifestyle	4	27	6	40	2	13	2	13
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	43	4	29	0	0	2	14
The school meets my child's particular needs	8	53	4	27	0	0	2	13
The school deals effectively with unacceptable behaviour	8	53	4	27	0	0	2	13
The school takes account of my suggestions and concerns	6	40	6	40	0	0	2	13
The school is led and managed effectively	6	43	4	29	0	0	2	14
Overall, I am happy with my child's experience at this school	6	9	4	6	52	80	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Inspection of Wakefield District Community School, South Hiendley, S72 9DF

I am writing on behalf of the inspection team to tell you about our findings in the recent inspection of your school. Firstly, however, let me thank those of you who met with Mr Hoban and myself to give us your views about the school and also to all those of you who completed the questionnaire for us.

We have judged that your school needs to make rapid improvements in some areas and we have given the school what is called a Notice to Improve. This means that another inspector will return to check how the school is getting on before the next inspection of the school, which will be in about a year or so. The most important things the school needs to do are to improve the quality of teaching so that you learn faster than you are at the moment. This will help you achieve more in your examinations. We have asked staff to make some changes to the way you are taught so that lessons become more interesting and exciting with less use of worksheets. The poor behaviour that some of you show needs to improve greatly. We found this was disruptive to other pupils and was preventing learning taking place. This is where you can help the school a great deal. Staff have been asked to make it clear to you what behaviour is expected and what is unacceptable. Please play your part by behaving sensibly and thinking about the consequences of any misbehaviour.

Staff do care for you and look out for your safety and we could see that you had a satisfactory understanding of how to keep safe and to live healthily. We were pleased to see that most of you attend regularly and that only a few of you are absent a great deal. Good attendance is so important because you can't do well in school if you aren't there to learn.

We think the school has the ability to improve because we can see improvements in some areas since the last inspection in 2006 and the staff know what they have to do to improve the school.

You have my good wishes for the future.

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