

Ofsted Report Overview – Statements taken from the report...

Strengths	Areas for Development
Leadership and Management:	
<p>Strong leadership of teaching is leading to a culture in which teaching and good behaviour can flourish.</p> <p>The school's detailed analysis of the performance of groups of students and individuals is now allowing leaders to identify and begin to address underachievement.</p> <p>Governors are committed to their role and give of their time generously to visit the school, observe lessons alongside middle and senior leaders and listen to and observe students at work. This degree of involvement allows them to see the improvements now being made in the quality of teaching, the behaviour of students and in the progress students are making.</p> <p>Working in partnership - The school is part of the Tong Trust and also a member of Bradford Partnership, a collection of Bradford secondary schools which work together to secure the best outcomes for their students and communities.</p>	<p>To help improve the support and challenge provided by Governors they now 'regularly meet with key members of the local authority and Bradford Partnership to monitor the progress of students. This has added to the support and challenge they provide to senior leaders.'</p> <p>Changes have already been made to leadership and management structures, new appointments to subjects leadership positions and the restricting of the governing body are all recent and have not had a chance to fully impact on improving students' achievement.</p> <p>Provide appropriate support and training for middle leaders to fulfil their roles.</p>
Behaviour and safety of pupils:	
<p>An overwhelming majority of students are courteous and polite to each other, adults and visitors to school. They engage willingly and answer questions honestly.</p> <p>The pastoral care for students is strong. Staff and governors care passionately for the welfare of students.</p> <p>Leadership and management of the provision for disabled students and those who have special educational needs are increasingly effective. The care of those with emotional, social and behavioural difficulties is strong.</p> <p>Raised expectations across the school on non-negotiable aspects of behaviour are helping most students to focus on their learning... This raised level of expectation has been successful in ensuring that this aspect of students' behaviour has improved. Students come smartly dressed to school and fully equipped for learning. They are proud of their school.</p>	<p>Although improving, attendance remains below national average – work will continue to secure further improvements.</p> <p>During break and lunchtime, the majority conduct themselves in an orderly manner. A small minority, however, have not developed appropriate self-managed behaviour and do not willingly accept the drive to improve the culture and ethos of the school.</p> <p>In some lessons, a small minority of students have not developed appropriate attitudes to learning. This leads to low-level disruption and lack of focus.</p>
Quality of Teaching:	
<p>Where students' learning is good, teachers have high expectations and good subject knowledge.</p> <p>The quality of teaching and learning in English and mathematics is improving because of staffing changes and the involvement of lead practitioners.</p> <p>Teachers' caring and supportive attitudes and establishment of routines support the progress of disabled students and those who have special educational needs.</p> <p>Teaching assistants provide effective support for individuals in classrooms.</p>	<p>There are variations in the quality of teaching across the school and in different subjects.</p> <p>There is clear evidence that the new marking policy is implemented, but not consistently by all staff. A good example of constructive marking and effective feedback to help students improve their work and support their progress over time is evident in English lessons and in the work in students' English books.</p> <p>The development of a deeper understanding by students in their mathematics learning is an area for further improvement.</p>

Achievement of pupils:	
<p>Senior leaders carefully monitor the progress towards challenging targets set for students four times in the year. Detailed analysis of students' progress at each of these points during this academic year is providing clearer indications of where support for students who are underachieving needs to improve. There is positive evidence of students moving up a grade as a result of this support.</p> <p>Arrangements to monitor the quality of teaching are now robust.</p> <p>Currently, the progress made by students in English and mathematics, as observed in lessons and over time from, for example in their books, is improving significantly on last year.</p> <p>Arrangements for offering students advice, information and guidance about careers are good. This is leading to the number of students not in education, employment and training being lower than the national average.</p> <p>The focus on the progress of disadvantaged students has increased. Students from this group identified as underachieving receive additional support and there is evidence of its positive impact.</p>	<p>The progress made by students in 2014, given their starting points, in English and mathematics, was well below their peers nationally.</p> <p>The school needs to 'urgently raise achievement across all subjects, particularly English and Maths.'</p> <p>Need to ensure that 'in every area of the school's work, a strong focus on students' learning and progress is maintained, particularly for students with lower starting points'</p> <p>New systems to check more closely on the progress in each year group, have recently been put in place but have not had time to impact fully on students' achievement.</p> <p>The progress of disadvantaged students in all year groups is rising faster than their peers this academic year, although overall, they are still underachieving.</p>
Sixth Form:	
<p>Teachers mostly engage students well as a result of their good subject knowledge and enthusiasm for their subject.</p> <p>The achievement of students who follow academic courses is broadly in line with national averages. For some vocational courses achievement is higher.</p> <p>Arrangements to provide students with appropriate advice, information and guidance are good for those seeking admission to universities. As a result most secure a place in the university of their choosing.</p> <p>Students' personal development is supported well in tutorial sessions through coverage of current affairs and students' developing role in society.</p>	<p>Self-evaluation by the leaders focuses on the standards students reach rather than the progress students make.</p> <p>There is sometimes a 'reduced urgency to ensure progress improves in a number of subjects.'</p> <p>Students' social skills in the sixth form are good but their attitudes to learning are variable.</p> <p>In some repeat courses, which involve a significant number of sixth-form students, the students are not fully engaged.</p>