

# Glossopdale Community College

## Inspection report

---

<b>Unique reference number</b>	112957
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378619
<b>Inspection dates</b>	11–12 January 2012
<b>Lead inspector</b>	Joan Hewitt HMI

---

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1360
Of which, number on roll in the sixth form	252
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Soboljew
<b>Headteacher</b>	Stephen Playford
<b>Date of previous school inspection</b>	24 November 2010
<b>School address</b>	Talbot Road Glossop SK13 7DR
<b>Telephone number</b>	01457 862336
<b>Fax number</b>	01457 892718
<b>Email address</b>	info@glossopdale.derbyshire.sch.uk

---

<b>Age group</b>	11-19
<b>Inspection date(s)</b>	11–12 January 2012
<b>Inspection number</b>	378619



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

### Inspection team

Joan Hewitt	Her Majesty's Inspector
Aune Turkson-Jones	Additional inspector
Mick Saunders	Additional inspector
Pamela Hemphill	Additional inspector
Christine Heppleston	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 37 teachers in 39 lessons. One inspector also conducted a series of brief lesson visits. Inspectors also observed small groups of students working with teaching assistants. Meetings were held with groups of staff, students and members of the governing body. One inspector also met with representatives from the local authority. One inspector had telephone conversations with two parents.

Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Inspectors observed the college's work, and looked at the college's development plan, students' work, data and analysis, policy documents, the college's monitoring records and the minutes of the governing body meetings. They considered the responses to questionnaires from 177 parents and carers, 150 students and 53 members of staff.

## Information about the school

Glossopdale Community College is larger than the average secondary school. The college is situated on three sites. Years 7 and 8 are based at the Hadfield campus approximately two miles away from the main site. The sixth form centre is a short walk away from the main site. Most students are of White British heritage although many other ethnic groups are represented. Very few students speak English as an additional language. The proportion of students known to be eligible for free school meals is average. The proportion of students identified as having special educational needs and/or disabilities is average. The number of students with a statement of special educational needs is also average. The college has met the government's floor standards (minimum standards expected by the government). The college was designated as a specialist arts school in September 2005. The college is a member of the Peak 11 Learning Federation. It was awarded International School status in July 2010.

As a result of the inspection in November 2010 the college was given a notice to improve.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- In accordance with section 13 (5) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires significant improvement.
- This is a satisfactory school in which students’ achievement is improving as a result of increasingly effective teaching. Leaders have been relentless in their pursuit of improvements and, consequently, they have secured clear improvements in students’ progress and in the quality of teaching. There remain inconsistencies in the progress different groups of students make in different subjects, particularly in mathematics. The college’s secure data demonstrate these gaps have been closing steadily since the last inspection.
- Teaching has improved strongly since the last inspection and the majority of teaching is good or better. There is still a stubborn core of satisfactory teaching and occasionally the teaching is inadequate.
- The sixth form is satisfactory. Results have improved since the last inspection and students make satisfactory and sometimes good progress from their starting points. Students enjoy their time in the sixth form and this is reflected in the numbers who choose to stay and complete two years of study and the increasing numbers who are successfully going on to higher education.
- Students with special educational needs and/or disabilities make satisfactory progress overall because the college provides good-quality interventions for them. However, teachers do not always provide well-tailored support in lessons and so gaps between their progress and that of other groups of students have been slower to close.
- Students’ behaviour has improved since the previous inspection, particularly around the schools. Students feel very safe. The parents and carers who responded to the Ofsted survey acknowledge behaviour has improved but remain concerned about a minority of students disrupting a few lessons. Inspection evidence shows that these incidents are reducing quickly because of the effective strategies the college has implemented.
- Senior and middle leaders have an accurate view of the college. They have implemented effective systems to track students’ progress and these are

**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

helping to raise standards and improve the progress students make.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure behaviour in all lessons is consistently good or better by:
  - building on existing good practice to ensure all teachers are planning and delivering lessons that ensure high levels of engagement and challenge
  - extending the effective use of the college's information about behaviour to provide tailored support for those students whose behaviour disrupts learning.
  
- Accelerate progress for all groups of students, especially those with special educational needs and/or disabilities, across all subjects, particularly in mathematics, so that it is consistently good by:
  - further developing teachers' use of assessment data to plan and teach to meet the precise needs of individual students
  - raising teachers' expectations of students so that they are consistently high, especially for the higher and lower attainers.
  
- Further increase the proportion of good and better teaching by:
  - developing teachers' questioning skills
  - ensuring teachers offer consistent opportunities for students to develop confident speaking, listening and writing skills across all subjects.

**Main report****Achievement of pupils**

Students' performance at GCSE has improved over the last three years and it is now broadly in line with national averages. The college's own data show that this improvement is set to continue. Students' performance in English has improved steadily but improvements in mathematics have been more modest due largely to significant staffing issues and some weak teaching. Consequently, attainment remains low. However, this is improving and standards are rising securely. The progress students are making is satisfactory overall and often better, particularly for students in Years 7 and 8. There remains some unevenness in the progress made by different groups of students and this is more marked in Key Stage 4. There is no consistent pattern. For example, students known to be eligible for free school meals make the same progress as other groups in English in Year 7 while they do less well in other subjects. However, these gaps are narrowing quickly. Students with special educational needs and/or disabilities are also making satisfactory progress because

**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

of the expert support they receive from teaching assistants and in targeted small groups. In some lessons, their progress slows because teachers do not always meet their precise needs. Consequently, they sometimes rely too heavily on adult support or become distracted.

Students in the sixth form make satisfactory progress from their starting points. The positive ethos in the sixth form supports students' sound personal development. On the whole, students have a mature approach to their studies. Some lessons do not promote independence and teachers tend to dominate the dialogue.

In the main college, students have a natural curiosity and enjoy participating in collaborative work. Many are keen to answer questions but do not always have a wide enough vocabulary to be precise in expressing their ideas. Students complete their written work carefully in most lessons but this is not consistent. Teachers do not always have high enough expectations with regard to choice of vocabulary and presentation. The large majority of students and their parents and carers say they are making enough progress.

Assessment information is captured regularly and accurately by the college. This is used effectively to identify students who are underachieving. For example, a group of students known to be eligible for free school meals in Years 7 and 8 with poor reading skills have been supported effectively through an accelerated reading group. As a result of this work, their reading and self-confidence have improved significantly. This approach in identifying under-achievement has also been used effectively with students in Year 11 to ensure they leave the college with sound English and mathematics skills.

### **Quality of teaching**

Teaching is satisfactory and improving quickly. Students are appreciative of the improvements. Parents and carers also acknowledge the effective work the college has done to develop a strong body of good and better teaching. Teachers' good subject knowledge engenders students' confidence. Teachers consistently plan activities to promote students' active engagement and students respond well to these opportunities. For example, in a mathematics lesson, students in Year 9 visited different stations to identify the patterns of a range of sequences. Their engagement and enjoyment were evident and they relished tackling the demanding work. This good practice is not consistent and there remains a core of satisfactory and occasionally inadequate teaching which is not demanding enough. In these lessons, a minority of students become disengaged. When this happens, they talk off task and shout out and this holds back the learning of other students.

Lesson planning has also improved and teachers make consistent use of the wealth of assessment data available to them to plan to meet the needs of broad groups of abilities. They also regularly identify individuals who need specific support. However, they do not plan how they will meet these specific needs effectively. Consequently, progress slows for some students, often the higher and lower attainers.

**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

In many lessons, teachers pay attention to helping students to use specialist subject vocabulary accurately. However, there is not the same care given to setting high expectations for students in becoming precise and articulate speakers and writers. Teachers' questioning skills are not probing enough to accelerate this element of students' development. The curriculum in Years 7 and 8 is being used effectively by teachers to provide interesting contexts for them to develop their reading and writing skills. Thoughtful planning by teachers across the college has ensured students have opportunities to reflect on important events and issues. For example, in a drama lesson, students in Year 10 produced sensitive performances stimulated by their detailed research of the holocaust.

Teaching in sixth form lessons is also satisfactory and in the very best lessons students learn at a brisk pace and teachers guide them to be increasingly independent. However, this is not consistent. In a minority of lessons teachers dominate the lesson and students are too passive.

Teachers regularly check on the progress students are making through questioning and giving students opportunities to use assessment criteria to judge the quality of their own work and that of others. This helps students to understand the next steps they need to take to improve their work.

### **Behaviour and safety of pupils**

Students are unequivocal in saying they feel safe. Parents and carers, too, express the view that their children feel safe in the college. The curriculum supports them by giving them opportunities to talk about sensitive issues and helping them to assess risks and keep themselves safe. For example, students in Year 7 have a good understanding of health risks as a result of an interesting and enjoyable 'Super Learning' day. Students' attendance is in line with national averages. The college has done some valuable work in reducing the number of students who regularly struggle to attend college.

Most students behave well around the college and in lessons. Sometimes, behaviour on the playground can be boisterous, but students are cheerful and friendly. Students of different ages socialise well together. The large majority of students and their parents or carers say that bullying is dealt with effectively. Incidents of bullying are logged and followed up meticulously. However, this information is not always analysed rigorously so leaders do not have an accurate view of the specific types of bullying that occur or if any particular group of students features more heavily than others. The college makes effective use of its partners in the Peak 11 federation to support students who are at risk of exclusion.

Parents and carers, students and staff agree behaviour has improved since the previous inspection. This is because the improvements in teaching are leading to students' increasing enjoyment and engagement in lessons. However, they also point

**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

out that the behaviour of a small minority of students sometimes disrupts learning. The college is working hard to accelerate improvement with good effect. Exclusions, detentions and the number of occasions senior leaders are called out to deal with poor behaviour have significantly reduced. The college tracks students' behaviour well and uses the information to put in place detailed support for targeted groups and for individuals. For example, a group of boys with identified behaviour difficulties in Year 8 were supported in developing strategies to deal with anger. Following this support, their behaviour improved markedly. This effective work is at an early stage of development.

### **Leadership and management**

Leaders at all levels in the college, including in the sixth form, have been conspicuously successful in improving the quality of teaching. This has been achieved through a tenacious and systematic focus on improving teachers' skills. The weaknesses in assessment identified at the last inspection have been improved through tailored training and coaching of teachers and teaching assistants. There is a clear link from the appropriate priorities the college has set for itself to staff training and the systematic, accurate monitoring of the quality of lessons. Teachers are keen to improve their practice and inspectors were impressed with teachers' enthusiasm in seeking feedback.

The college provides a broad and improving curriculum which soundly meets students' needs. Students' social, moral, spiritual and cultural development is satisfactory. The opportunities created by the college's International School's status ensure students have a good understanding of global issues. The impact of the college's specialist status can be seen clearly in the number of students who take part in community-based cultural activities. Students in Years 7 and 8 and the sixth form have a well-developed sense of their responsibilities in seeking help if they come across any poor behaviour, including bullying. In other years, this not as well developed.

Leaders are acutely aware of strengths and remaining weaknesses in the college and they are dogged in maintaining the momentum of improvement. Their accurate evaluation, coupled with improvements in teaching, demonstrates the college's sound capacity to sustain improvements. The college has also had marked success in ensuring most students are successful in securing employment or attending further education or training placements.

Governors play their part in offering a satisfactory level of support and challenge. They are aided efficiently by the college's accurate and rigorous tracking. Middle leaders have developed sound evaluative skills which are enabling them to take increasingly effective action to identify and improve any underachievement. Consequently, the gaps between the progress made by different groups are reducing and the work to promote equality is satisfactory. Groups of students whose circumstances make them more vulnerable are supported effectively by good links with external partners. Recent appointments to the mathematics department look



**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

promising in speeding up improvements in students' progress. However, it is too early to fully evaluate this.

The college takes its safeguarding responsibilities seriously. Arrangements to ensure students' safety are appropriate and are monitored securely.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



13 January 2012

Dear Students

### **Inspection of Glossopdale Community College, Glossop, SK13 7DR**

Thank you for the warm welcome you gave to me and the other inspectors when we visited your college recently. We found talking to you, looking at your work and observing you learning very helpful. It was also helpful to listen to your views about the college and see what you had to say in the survey we asked some of you to complete. I am delighted to report that Glossopdale Community College is now a satisfactory school and no longer needs significant improvement.

The college is improving because you now have more good teaching that is active and captures your interest. This is helping you to make better progress. Your attendance has also improved and, of course, the more you attend college the more you learn!

Many of you told us that the college has improved since the last inspection. In particular, you told us that teaching and behaviour have improved. We found that your behaviour around the college and in lessons is better than it was at the time of the last inspection, but there are still a few students who disrupt lessons occasionally.

The reasons for these improvements are that leaders are keeping a very close eye on your progress, the quality of your work and of the teaching. They are taking prompt action to help you if you are not making enough progress. They also have high expectations of you.

All the staff want the college to continue improving so we have asked leaders to do the following things.

- Make sure behaviour in all your lessons is good by helping all teachers to learn from the best and make sure you are interested and challenged by your work. They should also make sure that those of you with behaviour difficulties know how to maintain good behaviour.
- Improve your progress so that it is good or better for everyone and in all subjects, especially in mathematics. They could do this by making sure teachers use your assessment data to plan lessons that are exactly right for each one of

you. They should also make sure teachers expect more from you, especially those of you who are most and least able.

- Increase the amount of good and outstanding teaching by developing teachers' skills in asking you more challenging questions. They should also make sure lessons give you the opportunity to develop confident speaking, listening and writing skills.

You have an important part to play in ensuring the college continues to improve by making sure you all behave well in every lesson and work as hard as you can.

Yours sincerely

Joan Hewitt  
Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**