

Castle View Enterprise Academy

Inspection report

Unique Reference Number	135818
Local authority	Sunderland
Inspection number	381928
Inspection dates	12–13 January 2012
Lead inspector	Brian Blake HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Academy
School category	Non-maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	782
Appropriate authority	The governing body
Chair	John Cuthbert
Headteacher	Janet Bridges
Date of previous school inspection	NA
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Introduction

Inspection team

Brian Blake
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Her Majesty's Inspector
Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two working days' notice. Inspectors observed a total of 23 part-lessons, which included 22 teachers. Three inspectors met with 18 Years 7 and 8 students, either individually or in small groups, to listen to them read, to talk about their reading habits, and to discuss the support provided by the academy to help them improve the standard of their reading. One inspector visited different year groups throughout one day to speak directly with individual students about behaviour throughout the academy, especially in lessons, and their sense of feeling and being safe whenever in the academy. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Inspectors observed other aspects of the academy, including behaviour at breaks and lunch times. A range of documents was scrutinised and meetings held with members of the senior leadership team, the Chair of the Governing Body and nominated staff. Informal discussions were held with other staff and a significant number of students during lessons and around the school. Inspectors considered responses to the questionnaires from 312 parents and carers and others completed by staff and students.

Information about the school

Castle View Enterprise Academy is smaller than the average sized secondary school. There are marginally fewer girls than boys on roll, with the proportion of students known to be eligible for free school meals around twice the national average. Almost all pupils are of White British heritage. The proportion of students with special educational needs, including those with a statement of special educational needs, is close to twice the national average. There are currently four students educated off site; one is at a pupil referral unit, and three at an anxiety-based returners' unit. The academy meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. The academy holds a number of national and local awards, among the most significant of which are the intermediate International Schools Award, Healthy School status, the Basic Skills Agency Quality Mark, Investors in People Gold, Quality in Study Support, the Bullying Intervention Group national award, and the Diana Anti-Bullying Award. This is the first full inspection of the academy since it opened in September 2009.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good academy. It is improving rapidly.
- The students' achievement is good, and reflects an improving trend of attainment being made by different groups across the school. Students identified with special educational needs and those with disabilities are making good progress in their learning, including improving the standard of their reading. As a result of these whole-academy improvements, previous gaps in attainment are closing quickly, and the academy is now achieving close to, or in line with the national averages expected for different groups of secondary-aged students.
- The overwhelming majority of parents and carers agree that their children are making good progress because the quality of teaching is good.
- There has been an improving trend in the quality of teaching since the academy opened, and inspectors confirm that teaching is now good. This good quality is characterised by good subject knowledge; good collection and use of information about students' previous attainment and progress to target lesson activities for different abilities in the class; and good organisation and management of students to ensure that behaviour is almost always of a good standard. Where teaching is more satisfactory, teachers tend to talk for too long which slows students' progress. It also limits opportunities for more individual enquiry-focused learning and the development of independent skills.
- The students' behaviour is good, and they say they feel safe in the academy.
- Senior leaders and managers, including the governing body, know clearly the strengths of the academy and the areas that need further work to help raise attainment and achieve an even better rate of progress for all students. Academy planning is detailed, and systems for monitoring and evaluating the academy's work are robust.
- The academy has improved each year since opening; it therefore has good capacity to improve further.

What does the school need to do to improve further?

- Continue to focus on improving the quality of teaching so that it reaches a consistently good standard by:
 - achieving a better balance of teacher-directed and student-led learning in all lessons, as an aid to helping all students develop the skills to learn for themselves.

Main Report

Achievement of pupils

The students' good achievement in lessons reflects well on their positive attitudes to learning and their good standard of behaviour. In almost all lessons seen, attainment is at least average, with good progress being made by the overwhelming majority of students. The latest 2011 national data available supports these findings fully. For example, the percentage of students gaining five or more GCSE A* to C grades, or equivalent, and which includes English and mathematics increased by 11%, to 54% in 2011. This improvement was one of many seen over the last academic year, and shows the increasing upward trend in attainment and students' progress since the academy opened. These improvements are being achieved for different cohorts of students across the school, including those with identified as having special educational needs and those with disabilities. Previous gaps in attainment are closing quickly, and the academy is now close to or in line with national averages for most student groups.

The whole-academy focus on literacy and numeracy makes a positive contribution to these improvements. Standards of reading are improving because of the regularity of reading opportunities and the quality of support provided when any difficulties are identified. Rigorous tracking of student performance is providing teachers with clear information about students' progress. Underperforming subjects, where attainment overall is lower than the national average, are quickly highlighted and a range of appropriate intervention strategies put into place to tackle identified weaknesses. Parents and carers indicate that their children are making good progress, and that the school meets their learning needs very effectively.

Quality of teaching

There are good working relationships between teachers and students which make a significant contribution to the positive and productive learning environment seen in lessons. The most effective teaching recognises and nurtures this positive ethos to the benefit of all students, and this helps to promote a spirit of individual enquiry and an ability to work independently of the teacher. This quality of teaching is also helping the students to make good progress, and achieve well against the stated lesson objectives. The overwhelming majority of teachers use their good subject knowledge very effectively, which ensures that the detailed and focused lesson-planning seen makes good use of prior attainment information about the students' progress in the subject. As a result, the pace of learning in these lessons is good, and helps students to gain greater knowledge, develop deeper understanding and acquire further skills that aid their on-going progress. Although not all teaching

reaches this level, the overall quality has been improving since the academy opened, with the trend moving upwards towards a consistently good quality.

Almost all those parents and carers responding in the inspection questionnaire believe that their children are well taught well. The overwhelming majority of students feel that improvements in the quality of teaching is helping to their raise standards and aspirations. Where the students' progress is more satisfactory, teachers tend to talk for longer than is necessary, which limits opportunities for independent work and slows down the students' progress. Though the whole-academy focus on literacy and numeracy is seen in both teachers' planning and in lessons, there are some missed opportunities to strengthen reading and writing for some students. Homework is used systematically across the academy to consolidate learning, with the students saying that they value the contribution it makes to their better understanding and progress.

The impact of the good quality of teaching on students' achievement is seen further through the well planned and delivered curriculum, which is suitably adapted to meet students' varying needs. For example, in science, group work has been restructured and reorganised to meet the identified learning needs more effectively. Teaching affords many opportunities for the students to develop their spiritual, moral, social and cultural awareness. The students are very aware about the type of behaviour that is sought throughout the academy, and of the characteristics needed for effective working relationships in lessons. Leadership and management of teaching are good, and based on robust and rigorous analysis of teaching across all subjects throughout the academy.

Behaviour and safety of pupils

The students' typical behaviour around the academy shows that they follow routines and show respect and consideration for each other, staff and visitors. For example, Year 11 students willingly assume personal responsibility as 'lead students', where they support younger students, helping to make a positive contribution to their good behaviour and safety. In lessons, the overwhelming majority of students have positive attitudes to learning and are keen to succeed. They listen carefully in lessons, and respond to questions in whole-class discussions. Movement into more practical lesson activities is achieved with a minimum of fuss, and students willingly work in pairs, trios or in small groups. They say how safe they feel in the academy and speak warmly of the 'peer supporters', who they can talk to should they have any worries and concerns. Although there are some incidents of bullying, including cyber-bullying, these are few and are dealt with promptly. The students are clear about how to stay safe and are knowledgeable about fire, water and internet safety.

The inspectors followed up some comments in the inspection questionnaire from a small number of parents and carers that behaviour in lessons sometimes disrupts learning. Generally, inspectors found behaviour to be very positive in the overwhelming majority of lessons and around the academy, with any incidents of challenging behaviour managed well by teachers. There is, however, a very small minority of students who do not listen carefully or work as hard as they should. The academy is aware of these students and has implemented a range of different strategies to support both the individual students and the teacher. The academy

regularly surveys students, parents and carers to elicit any further suggested areas for improvements. The recent equality questionnaire, for example, received a very positive response, and those areas suggested for improvement have been acted upon quickly.

Attendance has risen since the academy opened, and is now above average. The number of students with attendance much lower than expected has reduced as a result of the academy's determined actions to support and improve more regular attendance. Those students educated off-site at an alternative local authority provision have also improved their attendance, attitudes and behaviour.

Leadership and management

Since opening as an academy in September 2009, the work of senior leaders and managers, including the governing body, has remained focused on all-round improvement. The academy's strategic plan is extensive and detailed, and has a clear set of priorities and actions for future improvements. Monitoring and evaluation of provision, especially the quality of teaching, is robust and increasingly effective, as seen in the rapidly improving levels of attainment and progress being made by almost all students. As a result, the profile of the quality of teaching is consistently improving. The targeted monitoring work of the governing body is impressive and detailed notes of visits show effective links between heads of department and named governors. These visits support the work of senior leaders and managers in the academy very effectively. For example, those subjects which underperformed in 2011 have been identified and intervention work undertaken to tackle known weaknesses. As a result, the indications for 2012 are that almost all of these subjects are set to improve and reach broadly national averages. Overall, this is helping the academy to maintain its good capacity to improve

The curriculum is good because it is open to constant scrutiny to ensure that it meets the needs of all students. This applies, in particular, to the expanding opportunities to develop the enterprise specialism of the academy. The developing range of examination courses available at Key Stage 4 is helping individual students to achieve more in line with their known capabilities, in addition to preparing them well for future employment, training or education. The overall quality of the students' spiritual, moral, social and cultural development is good. Students work effectively in small groups and in whole-class settings, and they are very aware of acceptable and unacceptable behaviour. The overwhelming majority of students work well with peers and teachers.

The academy takes all reasonable actions to ensure the safety of its students, and good-quality supervision in and out of lessons makes a significant contribution to this. Safeguarding requirements are met fully. The academy is actively tackling any recorded discrimination, and its approach to the principle of equal opportunities is evidenced well in the way staff talk to and work with the students, and in the range of enrichment opportunities available to large numbers of students.

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).

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 up 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.
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.



16 January 2012

Dear students

Inspection of Castle View Enterprise Academy, Sunderland SR5 3DX

Thank you for your contribution to the recent inspection of your academy. Inspectors were impressed by your good behaviour, friendliness and courteous manner. I should also like to thank those parents and carers who took the time to return the inspection questionnaire, particularly those who added some additional written comments.

The following are the key findings from the inspection.

- Castle View is a good academy. It is improving rapidly.
- Your achievement is good, and reflects an improving trend of attainment.
- Those who have been identified with particular learning needs are making good progress, especially in their standard of reading.
- Almost all of the parents and carers believe that most students are making good progress because the quality of teaching is good. Inspectors endorse this view. However, occasionally some teachers talk too much, which limits the time available for you to develop your skills of learning to learn for yourself. We are asking senior leaders that this aspect improves.
- The behaviour of almost all of you is good, although there is a very small number who do not listen carefully enough, or work hard enough to ensure that they make sufficient progress in lessons.
- Senior leaders and managers, including the governing body, know how well you are doing, and what else needs to be done to help all of you do even better.

All of you can help the academy to improve further by attending regularly and working as hard as you can.

On behalf of the inspection team, I wish all of you the very best for the future.

Yours sincerely

Brian Blake
Her Majesty's Inspector

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