

# Monks' Dyke Technology College

## Inspection report

---

<b>Unique reference number</b>	120713
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	380094
<b>Inspection dates</b>	18–19 January 2012
<b>Lead inspector</b>	Trevor Riddiough HMI

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

---

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	854
Of which, number on roll in the sixth form	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Mudge
<b>Headteacher</b>	Chris Rolph (Executive Headteacher)
<b>Date of previous school inspection</b>	25 February 2009
<b>School address</b>	Monks' Dyke Road Louth LN11 9AW
<b>Telephone number</b>	01507 606349
<b>Fax number</b>	01507 600856
<b>Email address</b>	admin@monksdyke.lincs.sch.uk

---

<b>Age group</b>	11–18
<b>Inspection date(s)</b>	18–19 January 2012
<b>Inspection number</b>	380094



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

Trevor Riddiough

Her Majesty's Inspector

Lynn Cox

Additional inspector

Pamela Hemphill

Additional inspector

Christina Page

Additional inspector

This inspection was carried out with two days notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Inspectors observed 36 lessons taught by 35 teachers, of which eight were joint observations with members of the senior leadership team. They also sat in on three tutor groups and one assembly. Inspectors carried out brief visits to a series of other lessons and held meetings with senior leaders and other staff, groups of students, and the vice-chair of the governing body. They observed the college's work and looked at the tracking of students' progress, performance data, students' work, whole-college and subject development plans, numerous policies, college documents, incident logs, and case studies. Provision at Wolds College was also visited where students follow some vocational courses. Completed questionnaires from 131 parents and carers, 133 students and 36 staff were received and analysed.

## Information about the school

This college is larger than the average-sized secondary school with a sixth form. It serves the town of Louth and surrounding villages. The proportion of students known to be eligible for free school meals is below average. Most students are from White British backgrounds, and the proportion of students who speak English as an additional language is very low. The proportion of disabled students and those with special educational needs is above average. The school is a designated specialist technology college and is a training school with a second applied learning specialism. It holds a number of awards including Artsmark Gold, Healthy Schools, Sportsmark and Investors in People. The college is above current government floor standards, which set the minimum expectations for attainment and progress.

The college is part of the Monks' Dyke and Tennyson Learning Federation which consists of Monks' Dyke Technology College and Tennyson High School. The schools were federated in February 2010 and are separated by a distance of 15 miles. Both schools operate within a selective education system which means that they admit fewer more-able students than is the case found in most schools.

**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>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- Monks' Dyke Technology College provides a satisfactory standard of education. The college is a welcoming, positive and inclusive community, where students behave well, feel extremely safe and enjoy coming to college.
- Students have good opportunities to develop their personal qualities, sense of identity and self-worth. They demonstrate high levels of respect and consideration for each other and adults.
- Students' achievement is satisfactory overall. While there is some good, and occasionally outstanding, teaching, the quality of learning is not yet consistent across the college. Too many lessons remain satisfactory because they are not sufficiently well matched to students' individual needs and abilities.
- Other aspects of teaching limit the progress that students make. Questioning does not challenge and probe students' thinking regularly through opportunities to explain their ideas. Marking does not always guide students on how they can improve their work. Some lessons do not encourage independent learning. Where there is good practice, it is not shared throughout the college.
- The sixth form is satisfactory. Students make satisfactory progress from their below-average starting points at AS and A level. In vocational courses of study, students make good progress due to effective teaching strategies and course content which are well-matched to their needs and interests.
- The principled and committed leadership provided by the executive headteacher and senior team has set out to challenge expectations. They aim to raise the sights of students, staff and parents as to what can be achieved and to remove barriers that have been hindering success. There are signs of success where the college is meeting the needs of its students through its inclusive ethos and practices.

**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

- However, the effectiveness of leadership across the college is uneven. College leaders recognise that they do not monitor the quality of teaching, sufficiently systematically or rigorously, to evaluate its impact on student outcomes, and so to drive the further improvements that are needed.

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?**

- Strengthen teaching to accelerate progress in lessons and raise attainment in all subjects by:
  - ensuring teachers provide challenging activities matched to the needs of the students
  - developing the use of probing questions to give more opportunities for students to participate actively, develop their ideas fully, and drive learning forward
  - ensuring students develop as active and independent learners
  - reviewing progress with students more systematically, through written and oral feedback, so that they clearly understand what to do to improve their work.
- Develop the capacity of leaders, especially those with responsibility for subjects by:
  - increasing the effectiveness of monitoring and evaluation systems to drive improvements in teaching more evenly and consistently across the curriculum
  - modelling, coaching and mentoring to promote good practice in teaching throughout the college.

## **Main report**

### **Achievement of pupils**

Attainment is well below average. Since the last inspection, improvements have been secured in levels of attainment and progress across a range of measures. While the proportion of students who attain five or more good GCSEs including English and mathematics has risen, it remains well below the national average. In the past, overall progress was variable but this situation has improved and, from 2010 onwards, the progress that students made in most subjects was satisfactory. The improvements that have been made are largely the result of the better use of assessment information across all areas of the college. The college now systematically tracks students' progress to ensure that teachers are able to support students who are behind in their work, so they catch up in good time. Current tracking data indicate that this is having a positive impact on attainment and progress.

**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

Levels of attainment in the sixth form are below average in AS and A level courses, and above average in applied courses. This represents satisfactory progress from a below-average starting point for the majority of courses, and good progress in the applied subjects. Attainment is rising. This is the result of more rigorous course-entry requirements, and closer and more regular monitoring of students' progress.

Current Key Stage 4 and 5 assessment information, supported by the broadly average levels of attainment seen in lessons and books, shows that all groups of students are now making at least satisfactory, and in some cases better progress. The gaps in attainment between different groups are narrowing, for example, for students known to be eligible for free school meals. Disabled students and those with special educational needs make progress in line with their peers, particularly because of the good specialist support they receive in improving their basic skills in literacy. The current Year 11 and 13 cohorts are on track to achieve their challenging targets by the end of this academic year. However, there is still some unevenness in the performance of all students across the curriculum, which is closely aligned with the quality of teaching. Parents' views suggest that most parents and carers are happy with the progress that their children are making.

### **Quality of teaching**

Responses from parents and carers were extremely positive, with the overwhelming majority saying that their children are taught well at the college. This is increasingly the case. All lessons are characterised by positive relationships which establish a sound basis for learning. In better lessons, teachers set challenging tasks, the pace is brisk and teaching assistants are well deployed to ensure all groups of students benefit from the teaching. For example, in one applied science lesson, Year 11 students made good progress because activities were engaging, relevant, and interesting, and planning ensured highly personalised challenge and support for all. The teacher used high quality dialogue and probing questions to encourage students to participate and develop their understanding of scientific concepts.

Where teaching is satisfactory, as is more typical in both the main school and in the sixth form, the pace of learning is slower. Assessment information is not used precisely enough to plan work which matches different students' needs and capabilities. At times, teachers over-direct students when they are working on their own or in groups, inhibiting their opportunities to work with genuine independence. Questioning is not always used to engage all students. While students know their target levels or grades and their current working levels, in many subjects they do not have a clear idea of how they are progressing and what they need to do to improve their work. This is because success criteria are not shared or reviewed with students regularly during the lesson and advice given in marking is too general to enable the students to improve their learning.

Cross-curricular emphasis on literacy has helped to boost students' skills and to raise reading ages considerably. Students are encouraged to read out loud in lessons,

**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

complete reading logs and to read to 'buddies' during tutor time.

The curriculum makes a positive impact on learning. The range of alternative qualifications on offer, including many that are vocational, respond well to the needs and interests of students. These contribute to the positive attitudes of the students and to their engagement in lessons. This is typified by one student who commented, 'We all like Thursdays because it's options day!' Teaching promotes students' spiritual, moral social and cultural development well. For example, in a Year 11 science lesson on genetic engineering, students were able to discuss in detail the religious and medical aspects of cloning.

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

Students behave well. They appreciate and contribute to the orderly and caring community and show respect for the inclusive ethos of the college. Disabled students and those with special educational needs participate and achieve because of this, and the good support that they receive. The conduct of students around the college shows courtesy and maturity. In the main, behaviour in lessons is good and contributes to satisfactory learning. Some students, and their parents and carers, say that in a small number of lessons students behave poorly and this affects their learning. The college is tracking incidents of poor behaviour and is developing a picture of this to help tackle it with a range of rewards, sanctions and teaching which engages students better. This is managed well and there are clear procedures which staff and students follow.

Parents and carers all say that students feel very safe in college and students confirm this in their questionnaire responses, as well as in their comments to inspectors. This is because there are good procedures to keep students safe and because most students behave sensibly in situations where there may be risks to their safety. The incidence of bullying is low. However, where this occurs, students say it is tackled quickly. Inspectors found a number of examples of students whose circumstances make them vulnerable that had been helped to develop skills of assertion and self-confidence to deal with the challenges of everyday life. Students work well together in lessons, showing collaborative behaviour with their peers, which supports learning.

Most students are punctual to college. Overall attendance is above average and improving both in the main school and in the sixth form. The college has high expectations of students and ensures that they have high expectations of themselves throughout the main school and into the sixth form. The inclusion team is very successful at engaging all students and enabling them to play a full part in college life.

### **Leadership and management**

The vision and clarity of purpose of the executive headteacher have created a welcoming and harmonious ethos which permeates throughout the college. This

**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

vision has been shared with all staff, who embrace it wholeheartedly. Parents and carers are generally supportive of the college with one commenting in the inspection questionnaire, 'Overall a good ethos in education and learning. Students are rewarded for their efforts and achievement.'

Strongly committed senior leaders ensure equality of opportunity and inclusion for all. Students whose circumstances make them vulnerable or who previously displayed challenging behaviour now enjoy their learning and make the expected progress. Since the last inspection, leaders have brought about many improvements that are making a difference to the students. The college has reduced exclusions, raised attainment and has improved attendance. It has revised the curriculum to ensure that it is broad enough to meet the varying needs and aspirations of its students. These actions demonstrate a satisfactory capacity to make further improvements.

Monitoring and evaluation are still largely undertaken by senior leaders, although subject leaders are beginning to develop their expertise. The quality of subject leadership is variable, but improving. This is reflected in some narrowing of the gap in expected attainment in some, but not yet all, subjects in the 2011 GCSE examinations. Actions taken by middle leaders, including those in the sixth form, sometimes lack the clarity and precision needed to make an impact on teaching quality. College leaders have identified that the best practice is not shared sufficiently widely.

The curriculum in the main school and in the sixth form is good. A strength of the leadership is the way senior leaders continually evaluate the impact of the curriculum and adjust it to better meet the needs of students. For example, leaders have successfully ensured that students who start sixth-form courses are able to cope with them. A range of actions is taken to ensure that the students' spiritual, moral, social and cultural development is embedded in subjects and promoted, particularly through its vertical tutoring arrangements. Here, older students see themselves as role models for younger students and live up to this expectation. This has resulted in a cohesive learning community in which students develop important personal skills enabling them to participate as responsible adults in later life.

The governing body is very supportive of the college and fulfils all its statutory duties. It has a good understanding of the needs of the local community and is committed in meeting these fully through the establishment of the Monks' Dyke and Tennyson Learning Federation. It is becoming increasingly effective at holding the college to account for students' achievement. Procedures for the safeguarding of students are secure and the college's approach meets statutory requirements. The impact of the college's specialisms has been satisfactory though variable between key stages.



## 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 college, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their college.**



20 January 2012

Dear Students

### **Inspection of Monks' Dyke Technology College, Louth, LN11 9AW**

Firstly, thank you for the warm welcome you gave us during the inspection. We found it very helpful to talk to you, look at your work and visit your lessons. You helped us to understand what it is really like to be a student at your college. We found your responses in the questionnaires particularly useful.

Inspectors judge that you go to a satisfactory school with a satisfactory sixth form. Standards in the past have been below average, but our observations show that they are now rising again. You are making at least satisfactory progress in most of your lessons in the main school as well as in the sixth form. We note, however, that those of you who follow vocational subjects generally make better progress. Your college is now making strenuous efforts to make improvements, so that you can make good progress in all your lessons. Staff work hard to support you in your work and your good behaviour and attitudes reflect the college's positive learning culture. You show a positive approach to your work and your attendance is good. This shows how much you enjoy college. You clearly enjoy a good range of learning opportunities beyond college, especially those in sport and expressive arts.

Your college is led effectively by your executive headteacher and his team of leaders and managers, who are determined to ensure that it provides the best for every one of you. To help improve your college further, we have asked your headteacher, the staff and the governing body to raise your achievement in all subjects by:

- improving some aspects of teaching so that you are all challenged to produce your best and that you are able to work more independently of your teachers
- developing questioning in lessons that involves all of you and encourages you to think more and develop your own ideas
- giving you good advice on how to improve your work and reach your targets during your lessons and through the day-to-day marking of your work
- ensuring that heads of department play a full part in improving the quality of teaching in their subjects.

You have a part to play and you can really help your college by ensuring that you do not settle for anything other than your best and that you follow up the comments and suggestions that your teachers make to help you to improve your work. I wish you all success in the future and hope that you continue to enjoy your time at Monks' Dyke Technology College.

Yours sincerely

Trevor Riddiough  
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).**