

Roundhill Community College

Inspection report

Unique Reference Number	120249
Local Authority	Leicestershire
Inspection number	360802
Inspection dates	3–4 November 2010
Reporting inspector	Marion Thompson

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Secondary
School category	Community
Age range of pupils	11–14
Gender of pupils	Mixed
Number of pupils on the school roll	596
Appropriate authority	The governing body
Chair	Janet Manuel
Headteacher	Pauline Munro (Principal)
Date of previous school inspection	19 September 2007
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Age group	11–14
Inspection dates	3–4 November 2010
Inspection number	360802

Registered Childcare provision	Roundhill Pre-School
Number of children on roll in the registered childcare provision	26
Date of last inspection of registered childcare provision	Not previously inspected

Age group	11–14
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Introduction

This inspection was carried out by four additional inspectors. The inspectors saw 37 lessons and parts of lessons and observed 35 teachers and other staff at least once. Meetings took place with members of the governing body, staff and groups of students. The inspection team observed the college's work, and looked at documentation, which included the college development plan, assessment and safeguarding information, curriculum planning, samples of students' work and an audit undertaken by the college. Inspectors analysed the results of 361 questionnaires completed by parents and carers and took account of the views expressed in student and staff questionnaires. The inspection team reviewed many aspects of the college's work. It looked in detail at the following.

The effectiveness of provision to meet the needs of White British boys, especially in English.

- The impact of budget reductions on provision.
- The effectiveness of the monitoring of students' progress and the impact it has on learning.

Information about the school

This is a smaller than average college, which has reduced from eight forms of entry to six in the current Year 7. This is a result of a falling student population and the re-organisation of secondary education in the area. It has led to a sharp reduction in the college's budget. A large and increasing majority of students are of White British origin, especially in Year 7. Around 30% of students are from a range of minority ethnic backgrounds, the largest of which is of Asian-British Indian heritage. A very small number of students are at the early stages of learning English. The proportion of students with special educational needs and/or disabilities is well below average, although the percentage of students with statements is broadly average. The college has very recently been designated as a specialist science college in conjunction with a linked upper school. It has achieved Healthy Schools status and has become a 'Change School' under Creative Partnerships. At the time of this inspection, the college was dealing with short-term staffing changes. The governing body is responsible for the provision of pre-school care for a small number of children.

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?

2

The school's capacity for sustained improvement

2

Main findings

Roundhill is a good college where students, including those with special educational needs and/or disabilities, achieve well and develop rapidly as responsible young people. Under the strong leadership of the principal, who sets high expectations for all, attainment has been well above average in recent years. This represents good progress from students' above average starting points.

The main contributory factors to students' good achievement are lively teaching which promotes enjoyment of learning, effective use of assessment to plan lessons and a curriculum which is increasingly matched to students' needs. For example, a course has been introduced in Year 9 which has successfully re-engaged the very small number of previously disaffected students. The curriculum also ensures that students develop a clear understanding of how to stay healthy. Information from the tracking of students' progress is used well to identify those in need of further support.

The college fosters a climate of inclusion. Sensitive support enables students in vulnerable situations to overcome barriers to learning. Attendance is rising and is above average. Most students are keen to succeed, behave well and work enthusiastically. However, a small number of lessons do not fully engage students' interest because they provide too few opportunities for active engagement or the work is not pitched at the right level for all. This occasionally results in low level disruption, especially from a small number of White British boys. Progress for this group is not quite as rapid as for other groups, especially in writing. This occasionally affects their work in other subjects, for example in writing up scientific experiments. This is being addressed robustly, through for example individual support to improve writing skills and is improving but this is at the early stages. In most lessons, and through marking, students know what their targets are and are made aware of the steps they need to take to reach them. However, this is inconsistent.

Over recent years, academic achievement and personal development have been securely good. This prepares students well for the future. Progress in information and communication technology (ICT) and design has improved sharply. These improvements are a consequence of effective planning, based on accurate self-evaluation, and show the college's good capacity to continue to improve. The principal, supported well by an enthusiastic staff team and governing body, provides a strong sense of direction for the school. Despite temporary setbacks caused by staffing changes, temporary absences and a restricted budget, the college continues to provide a good education. Specialist college status in science has not had time to make an impact.

What does the school need to do to improve further?

- By November 2011, improve progress, especially for White British boys by:

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- ensuring lessons consistently provide enough opportunities for active involvement and are pitched at the right level for all students
- providing effective support for writing in all subjects when it is needed
- making students aware of their targets in all subjects
- making sure marking and feedback in class provide clear guidance to students on the next steps they need to take to move their learning on.

Outcomes for individuals and groups of pupils

2

Attainment is well above average and progress is rapid in mathematics, science and in some aspects of design. Students' work is outstanding in art, where over the last four years a number of talented students attained a GCSE at the end of Year 9. Progress is not quite as rapid in English, especially for White British boys. Students of Asian-British Indian origin make particularly good progress because of their very positive attitudes to learning. Students at the early stages of learning English settle well into the college and make good progress because their needs are closely met. In lessons, students with special educational needs and/or disabilities are supported well in developing their understanding and relevant skills.

Students apply themselves well and work with concentration. Whilst good overall, progress and enjoyment of learning are uneven. They are closely linked to teaching. For example, in an outstanding Year 9 history lesson, students worked in a mature manner independently and in groups, developing a clear understanding of how people are manipulated through propaganda. They demonstrated high level organisational and problem-solving skills and produced imaginative and analytical work of excellent quality. They were totally engrossed in their learning and listened to each other with keen attention. Elsewhere, students frequently talked about their enjoyment of subjects where they felt active, like art, design, drama, music and scientific investigation. However, in the small number of lessons which fail to fully engage them, a minority of students, primarily White British boys, lack concentration and this slows the pace of learning. For this group, whilst oral skills and reading develop well, writing skills develop more slowly. A small number experience difficulty with some features of punctuation and in planning and organising their written work. This is beginning to improve because of the strategies the school is using.

Students make a good contribution to the college and local community through peer mentoring and charity work, and they have produced a community newspaper. They understand and celebrate the diversity of cultures and faiths within the college. A recent unpleasant incident involving pupils from another school shook some students, but they say it was dealt with well. Students feel safe and have a good understanding of how to keep safe because they are confident that they have someone to turn to with problems and that incidents are dealt with well when they occur.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good transition arrangements ensure that students settle quickly in Year 7 and transfer confidently to upper school. Students and parents and carers value the support provided by the pastoral base when there are problems. Good liaison with other agencies supports the college's work, especially for the most vulnerable students. Secure procedures are improving attendance rates and the college has clear policies for managing behaviour. However, on rare occasions, in less successful lessons, these are not implemented consistently. Pre-school provision is well run.

Teaching, whilst good, is not quite as good as it has been. This is because the college is dealing with a number of staff changes and short-term absences. Teachers have good subject knowledge, motivating students to learn. Clear learning objectives and a variety of teaching styles ensure that students are clear about what they are doing. In most lessons, students are very clear about their targets and how to use them to improve their work. For example, Year 9 students described precisely what they needed to do to raise their level in writing and speaking French. In a small minority of lessons, teachers talk for too long and students, especially White British boys, lose concentration. Very occasionally, the work set is too easy or too difficult for some of the groups in the class. Most marking provides clear guidance to students on how to improve their work, but this is inconsistent.

The curriculum is increasingly planned to respond to student's needs, for example by providing individual support for those, especially boys, who experience difficulty in writing.

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This is beginning to accelerate progress. When planning changes to the curriculum, there is good collaboration with the upper school which most students will attend in order to ensure continuity and progression. This has happened in English, mathematics, science and ICT. Extended projects, for example on the Sixties, which are greatly enjoyed by all students, allow work in a variety of groupings and contexts. Their impact has not been evaluated. Extension for talented artists during extra classes at the end of the day has allowed them to achieve early GCSE passes.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff operate as an effective team. Curriculum leaders have a strong sense of accountability, reinforced by regular and rigorous reviews with members of the senior team. New and temporary teachers have been supported well. The governing body provides good support and challenge, but its involvement in planning is more limited. Good use is made of governors' individual expertise, for example in law, to support the work of the college. The governing body has a good understanding of its role in relation to safeguarding and carries it out well. Arrangements for staff recruitment and child protection operate well. Training is up to date, and care has gone into ensuring that the sloping site is safe.

The college works well with parents and carers. Regular reports and a termly newsletter provide a clear picture of students' progress. Classes are held to help parents and carers to support their children more effectively, and these have varying levels of attendance. Parents' views are taken into consideration in making some decisions, for example, in relation to the cost of college uniform.

The college tackles discrimination vigorously on the few occasions when it occurs and operates as a diverse and harmonious community. Despite some differences between the progress made by groups of students, almost all students make good progress, so the promotion of equal opportunities is good. The college has engaged with the development of community cohesion, meeting the needs of the local community well, for example, through its pre-school provision. It makes a good contribution to the development of shared values within the school community and has a number of international links. The college deploys limited resources wisely to provide a good education for students.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The sensitive induction procedures and good links with parents enable children to settle quickly and to start learning as soon as they arrive in pre-school. This, combined with careful planning which takes the needs and interest of children into consideration, ensures that progress for children from all groups, including those with special educational needs is good. A major factor in this good provision is the caring and supportive environment which staff create, giving children just the right amount of help but also encouraging them to make choices for themselves. All staff and children are learning to sign in Makaton to ensure inclusivity for those who find spoken language difficult. However, there is no disabled access to the building, either for parents or children. Much has been done to improve the outdoor area, including starting to develop a forest school environment which is attractive and welcoming. The indoor space is large and comfortable and allows staff to organise things in such a way as to give children the opportunity to select equipment for activities they particularly enjoy.

Progress is good and a significant proportion of children are in line to exceed the expected level in the six areas of learning when they enter Year 1. Progress in children's personal and social skills is particularly good due to well-established routines, good relationships with all staff and consistently high expectations. Child protection procedures are good and good levels of day-to-day care ensure children are well looked after and a high priority is given to their safety and security. As a result, children behave well and are keen to make the most of the opportunities for learning and play. They share well and sustain their concentration with the activities provided. For example, children play co-operatively for significant periods in the 'doctor's surgery' or in the sand tray.

Teaching is good. Adults interact with children skilfully and the programme of activities is well organised to enable children to learn effectively across all areas of learning. There is good awareness of the need to achieve a balance between activities that adults direct and

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those that the children can choose for themselves. Opportunities for children to develop responsibility for their personal care and learning have been developed effectively since the previous inspection.

The leader of the pre-school has an accurate knowledge of the strengths of the provision and what needs to be done to improve it still further. Assessment is good and is used well to match activities to children's needs. However, the use of assessment to analyse the comparative progress of different groups or in different subjects is in the process of further refinement. The drive for improvement has ensured that high standards have been maintained and the curriculum developed further and there are good plans to ensure this improvement continues.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a very high rate of response to the parents' and carers' questionnaire. The majority of responses were positive, especially in relation to feeling that children enjoy college and are kept safe. Parents and carers also feel that the teaching is good and are happy with their child's overall experience. The inspection team endorses these views. Some parents and carers expressed concern that their children were not making enough progress and that parents and carers were not well enough informed about their children's progress. The inspection team followed up these concerns but found no evidence to support them during the inspection. Similarly, some felt that the college did not take sufficient account of their concerns and suggestions and did not help them to support their children's learning. This view was not supported by inspection evidence.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roundhill Community College 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 361 completed questionnaires by the end of the on-site inspection. In total, there are 615 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	27	231	65	19	5	10	3
The school keeps my child safe	104	29	242	68	12	3	0	0
My school informs me about my child's progress	75	21	214	60	44	12	11	3
My child is making enough progress at this school	81	23	229	64	22	6	2	1
The teaching is good at this school	88	25	241	67	11	3	2	1
The school helps me to support my child's learning	59	16	224	63	45	13	6	2
The school helps my child to have a healthy lifestyle	50	14	249	70	38	11	4	1
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)	76	21	236	66	13	4	3	1
The school meets my child's particular needs	65	18	243	68	21	6	3	1
The school deals effectively with unacceptable behaviour	92	26	206	58	31	9	13	4
The school takes account of my suggestions and concerns	49	14	223	62	28	8	7	2
The school is led and managed effectively	81	23	227	63	14	4	2	1
Overall, I am happy with my child's experience at this school	116	32	216	60	15	4	4	1

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



5 November 2010

Dear Students

Inspection of Roundhill Community College, Leicester, LE4 8GQ

Thank you for your help and for taking the time to talk to us and politely offering to guide us around during the recent inspection. We enjoyed our time at your college, which we found to be good.

We were impressed by your positive attitudes to learning. These, combined with good teaching, a lively and interesting curriculum and good care, support and guidance ensure that you make good academic progress, reaching well above average standards. You also develop as responsible and thoughtful young people by the time you leave. In this college, where students come from a number of backgrounds, you show respect for each other's faiths and beliefs and get on well together. Many of you told us how much you enjoyed lessons in creative and practical subjects where you are very active and engaged, and we can see why. The college carefully monitors how well you are doing and is quick to put in support programmes to help you to catch up when necessary.

The principal and senior leaders have a clear view of how well the college is doing and plan carefully to make sure things continue to improve. We have asked the college to concentrate on making sure that all of you, and especially White British boys, do as well as you can, particularly in writing, which is a bit weaker than other skills. We would like them to do this by making sure that you get help to improve your writing in all subjects when you need it. In addition, we have asked the college to ensure that lessons are consistently pitched at the right level for all of you and provide plenty of opportunities for active involvement. We have also asked staff to make sure that you know what your targets are in all subjects and to provide good information to you on what do to move your learning on when marking your work.

You can help in this by making sure that you know what your targets are in all subjects and doing your best to achieve them.

With very best wishes for your future success.

Yours sincerely

Marion Thompson

Lead Inspector

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