

John Cleveland College

Inspection report

Unique reference number	120299
Local authority	Leicestershire
Inspection number	379992
Inspection dates	14–15 March 2012
Lead inspector	David Martin HMI

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 sections 49 and 50 of the Childcare Act 2006.

Type of school	Secondary
School category	Voluntary controlled
Age range of pupils	14–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1710
Of which, number on roll in the sixth form	546
Appropriate authority	The governing body
Chair	Michael Sharpe
Headteacher	Paul Craven (Principal)
Date of previous school inspection	10 February 2009
School address	Butt Lane Hinckley LE10 1LE
Telephone number	01455 632183
Fax number	01455 240111
Email address	Jcc.office@jcc.leics.sch.uk

Registered childcare provision	Happy Days Playgroup
Number of children on roll in the registered childcare provision	39
Date of last inspection of registered childcare provision	10 February 2009

Age group	14–18
Inspection date(s)	14–15 March 2012
Inspection number	379992



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Introduction

Inspection team

David Martin	Her Majesty's Inspector
Robin Fugill	Additional inspector
Thomas Walton	Additional inspector
Janet Bates	Additional inspector
Carol Worthington	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 53 lessons taught by 51 different teachers. Meetings were held with four groups of students, members of the governing body, middle and senior leaders. Inspectors were unable to take account of the responses to the on-line questionnaire (Parent View) in planning the inspection, as none were available. Seventy-five parental questionnaire returns were considered, a much smaller proportion than usual, given the size of the college. Inspectors also considered more substantial survey returns collected by the college at parents' evenings, together with questionnaire returns from students and staff. Inspectors observed the college's work, and looked at college and departmental development plans, minutes of governing body meetings, safeguarding records and a range of other documentation. They also scrutinised assessment and examination records and samples of students' work.

Information about the school

John Cleveland College (widely known as JCC) is a specialist science college and larger than average secondary school. The proportion of students known to be eligible for free school meals is lower than average. Most students are White British. The proportion of students from minority ethnic backgrounds, or with English as a second language, is considerably lower than found nationally. The proportion of students who are disabled or who have special educational needs, or who have a statement for their particular needs, is lower than found nationally. The school meets the current floor standard which sets the minimum expectations for students' attainment. There has been a period of considerable change in senior leadership roles since the previous inspection.

A playgroup, 'Happy Days', is based on the site and is managed by the governing body. It provides morning care for children from the ages of two and a half to five years, when they start school.

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

- John Cleveland College provides a good standard of education for its students. The sixth form is good. The college has improved strongly since the previous inspection and has seen a sustained improvement in the quality of teaching and in examination success. The college is not outstanding because teaching is not yet consistently good right across the college so that students always make rapid and sustained progress. Additionally, some individuals and very small groups of students are not yet making better than expected progress.
- Students attain standards above the national average by Year 11, making good progress from their starting points. Most groups who previously made weaker progress have improved and gaps in performance have narrowed significantly. Students attain standards at least in line with national averages in the sixth form. They make good progress from their starting points and are very successful in progressing on to the next stage of their education, training or employment.
- Teaching has improved strongly. It is mainly good, with a substantial proportion that is outstanding. Some inconsistencies remain, but these are reducing through effective targeted support and intervention.
- Behaviour is good around the site and in the great majority of lessons. Students feel safe, there is little bullying and this is dealt with well by the college. Attendance is greatly improved, particularly for those who have previously been persistently absent. Punctuality to school and to lessons is good.
- The school is well led and managed. The Principal promotes a clear vision for the future development of the college that is promoted effectively by the senior team and governing body, supported by staff and other stakeholders. There is an unswerving focus on improving teaching and managing staff performance that impacts strongly on achievement. The governing body is knowledgeable and provides good support and challenge to school leaders.

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What does the school need to do to improve further?

- Further narrow the gaps in achievement for a small number of identified groups and individuals, so that all students achieve the accelerated progress made by the great majority by July 2013:
 - by ensuring that teaching for all ability levels consistently meets the different needs of students, particularly all those of lower ability or who have particular difficulties
 - by even more closely and regularly monitoring and evaluating the progress of these identified groups and individuals.

- Ensure that the many examples of outstanding and good practice in teaching are shared even more widely, in order to raise the proportion of good and better teaching to 80% or better by July 2013, through:
 - ensuring that teaching engages all students actively and promotes the independent learning seen in the best lessons
 - further strengthening the role of all middle leaders in developing, monitoring and evaluating the quality of learning.

Main report

Achievement of pupils

In response to the parental questionnaire, most parents and carers are happy with the progress their children are making, although a small number are less happy. The inspection findings indicate that most students make good progress.

In most lessons, learning progresses at a good pace and with enthusiasm. Students develop a good range of study skills and are actively engaged in their own learning. Many are enabled to work very independently and to take initiative. In an art lesson in Year 11, students developed their own highly individual responses to an interesting stimulus. They were engrossed in the activity, but equally eager to critique their own work and that of others, helping each other to improve their techniques. Students have many opportunities to reflect on social, personal and moral issues across the curriculum and frequently demonstrate maturity and reflection in their responses. They develop a good range of relevant literacy, numeracy and information and communication technology (ICT) skills well and apply them with increasing independence.

At Key Stage 4, attainment is above average. Students attain highly in science, English and humanities and in a range of other subjects. Attainment in mathematics, although above average, has been adversely affected by recent staffing turbulence. Most identified groups of students, including those who are disabled or have special educational needs or who have a statement for their particular needs, make good progress. This is because their needs are now identified earlier and effective support

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and mentoring are put in place to help them succeed. There is a very small number who only make satisfactory progress, but the gap between their progress and that of their peers is closing rapidly.

In the sixth form, attainment is at least in line with the national average and students achieve consistently well across a wide range of subjects. Again, results in science, mathematics and English are high. The great majority of students achieve good grades in three A levels and progress confidently into higher education. Others move successfully into further education, training or employment. As most students continue from Year 11 into the sixth form, and remain from Year 12 to 13, this means that success rates for students are high. AS level results increased strongly last year and this further improvement is currently being sustained in Year 13. Sixth form enrichment activities, including mentoring, volunteering, charity work and the Duke of Edinburgh's Award Scheme add to the wide range of learning opportunities tailored to complement individual students' chosen career pathways.

Quality of teaching

Much of the teaching seen during the inspection was good or better, with a significant amount that was outstanding. Very little is inadequate, although there is some teaching that is only satisfactory. Joint observations with senior leaders confirm that the college assesses teaching quality accurately over time. Parental and student views correctly indicate that, although they believe that teaching is usually good, there is some variation in quality between, and sometimes within, subjects. This is particularly true of some lower ability sets.

Teachers' subject knowledge is good and they share learning intentions with their students. Relationships are usually very good. In the better lessons, teachers use assessment to check carefully what students have learned, often adapting their lessons accordingly. They manage resources and behaviour well and use a variety of engaging methods that promote independence. In a media lesson, the teacher circulated rapidly to pinpoint specific learners with highly individualised feedback on their work. In an ICT lesson, students were able to access their own feedback and targets electronically and adapt their work as a result. In an English lesson, students made rapid progress in their understanding of the context for *An Inspector Calls* through a series of well-planned, challenging and imaginative activities accompanied by probing questioning and accurate ongoing assessment of the students' knowledge and understanding.

Where teaching is less secure, learners can be passive and teachers dominate lesson activity and discussion. Work is not always well matched to different students' needs. Questioning is not always open and probing, and does not often offer opportunities for reflection.

The curriculum and departmental schemes of work are well planned and offer many opportunities for students to reflect on social and moral issues. There are strong multicultural references, particularly in arts subjects, and many opportunities for

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spiritual reflection within citizenship, assemblies, philosophy and ethics.

Behaviour and safety of pupils

Most parents and carers believe that the college keeps students safe. A small number expressed concerns about behaviour and bullying. Students were clear that few lessons are disrupted by poor behaviour. The college has introduced a comprehensive approach to managing classroom behaviour. This has had a positive impact on reducing recorded incidents of poor behaviour over time or removal from lessons. There is still some inconsistency in the application of the strategy. Where teaching remains weak, poor behaviour does still occur. The great majority of students behave very well, often taking responsibility for their own conduct in a mature way. They show a good awareness of the safety of themselves and others, using equipment sensibly and responsibly. Exclusions are greatly reduced and below national averages; there have been no recent permanent exclusions. A small number of groups were identified by senior staff as being disproportionately represented in past exclusion figures. The school has taken action that has reduced this dramatically in the last few years.

The school has effective systems in place to monitor and deal with bullying. Students have a good awareness of different forms of bullying, including cyber-bullying and prejudice-based discrimination. They take a strong stance on these matters if in a mentoring role or other position of responsibility, and have confidence in adults to deal with the few incidents that do occur. Racist incidents are rare. Students from a local special school are integrated into some lessons and all break and lunch times, enabling students to gain a strong understanding of, and respect for, disability and difference. The school is a cohesive community. Developing links with a Kenyan school help to support students' global understanding.

Leadership and management

Effective improvement is driven by a college improvement plan that has a concise number of key priorities underpinned by clear actions. The plan is regularly monitored and outcomes reported to the governing body. Departmental planning is closely linked to the key objectives which are concerned with raising achievement and improving teaching and learning. Each teacher has specific and individual teaching targets and performance is closely monitored.

Middle leaders appreciate a balance of increased accountability and support. Subject leaders are closely involved in developing teaching and learning strategies and monitoring and evaluating classroom practice. There is some variation in subject performance where the monitoring roles of subject leaders is less well developed. The teaching and learning group has had a major impact, together with other professional development opportunities, on this improvement in teaching.

The college provides a broad and balanced curriculum that meets the needs of all students well, particularly in the expansion of courses suitable for the less academic.

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There is a good personalisation of different pathways and flexibility in timetabling to ensure access to the core curriculum. There is strong partnership work, particularly with feeder high schools, that has strengthened transition arrangements and curriculum and learning continuity. This is also enabling the college to make improved contact with hard to reach students and their parents and carers. Targeted literacy catch-up, including 'Study Plus', is having a positive impact, for example through student interviews with employers. The curriculum offers many opportunities for collaborative group work. Extra-curricular activities also contribute strongly to students' spiritual, moral, social and cultural development. A current example can be seen in the work undertaken to put on a production of *We will rock you!*

The governing body has had recent training in analysing college data and its members are confident users. They are able to ask searching questions of college performance, as is seen in minutes of meetings. They are equally challenging on issues that cross the whole range of college activity. They have a good understanding of strengths and areas where the college can develop further. They ensure that safeguarding arrangements meet all requirements and that all staff have suitable and up-to-date training.

The careful scrutiny of the performance of most groups of students and the success in closing gaps in achievement demonstrate the effectiveness of the college's commitment to equality. The drive and vision provided by the Principal is shared by senior and middle leaders, staff and the governing body. This has brought about improvements to teaching, behaviour and achievement in recent years and demonstrates a strong capacity to improve further.

The Early Years Foundation Stage delivered in the registered childcare provision

- The play group caters for children in daily morning sessions.
- Children are happy and very well cared for and supervised.
- Safety, risk assessments and safeguarding procedures are all exemplary; registration requirements are fully met.
- Children’s personal, social and emotional development is a particular strength, being well above the expected level by the time they leave.
- There is good development in literacy, particularly through talking with adults and other children. A good example was seen on an imaginary bus ride to the seaside. There is currently an emerging strategy for early work on phonics (sounds and letters) for older children.
- Mark-making opportunities are frequent. Most children can write their own names and increasingly recognise simple words.
- Numeracy skills develop well. Children learn to count, recognise shapes, simple charts and develop an understanding of the passage of time.
- Children develop a growing understanding of the world and have many opportunities to be creative. This was seen in the good use of computers, dressing up, painting and the growing of seeds.
- This good learning is promoted well through good teaching. Individual assessments are now made on a daily basis and transferred to ‘learning journeys’. There is insufficient free low of activity between indoors and outdoors.
- Behaviour is good if a little boisterous at times. Children have not fully adopted ‘good sitting’ and ‘good listening’ when on the carpet.
- The unit is well led and managed. The manager has a good knowledge of the needs of the age group and maintains very good relationships with parents and carers.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 for the registered provision	2

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 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.



16 March 2012

Dear Students

Inspection of John Cleveland College, Hinckley LE10 1LE

We would like to thank you for the contribution you made to the recent inspection of your college, through talking to you and observing you at work. The inspection team judged that you go to a good college.

Many of you told us how much the college has improved and we agree. Examination results have been continually improving. Most of you are now making good progress and, most importantly, you are able to use your examination success to progress to suitable further education, employment or training; most of you eventually go on to university courses. Teaching is mainly good, and we certainly saw some truly exceptional lessons. The Principal is aware of the need for all teaching to be at least consistently good so that all of you, irrespective of ability, can achieve your potential. Improving teaching is the first thing that we have asked senior staff to check over the next year or two. You are aware that a very small minority of students find it harder to achieve as well as the majority. Staff are aware of this too, and have already taken steps, for example through the mentoring that some of you are involved in, to improve the achievement of those who find learning harder. We have asked that teachers plan to meet all students' needs in all lessons and to check that everyone is able to make good progress. Your school is well led and managed, so we are confident that this will happen.

Your behaviour is good and you show respect to adults and to each other. You have a good understanding of different forms of bullying and are confident that the college deals with any issues that arise. Your attendance and punctuality are good and you use college equipment and facilities in a safe and mature way. The curriculum offers you many opportunities to develop personally as well as academically, and most of you participate enthusiastically in the wider life of the college, many taking on additional responsibilities. You already understand that your positive attitude is crucial to your own career and personal aspirations and, therefore, to the success of the college. We wish you all every success in the future.

Yours sincerely

David Martin
Her Majesty's Inspector

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