

Titus Salt School

Inspection report

Unique Reference Number	107395
Local Authority	Bradford
Inspection number	356151
Inspection dates	10–11 November 2010
Reporting inspector	Heather Barnett HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1367
Of which, number on roll in the sixth form	261
Appropriate authority	The governing body
Chair	Mrs Shirley Craven
Headteacher	Mrs Susan Mansfield
Date of previous school inspection	6 February 2008
School address	Higher Coach Road Baildon, Shipley West Yorkshire BD17 5RH
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors, who observed 42 lessons and 42 teachers. Meetings were held with staff, governors and groups of students. Inspectors observed the school's work and looked at a wide range of documentation including the school's development plan, policies and procedures, electronic tracking systems and 121 parental questionnaires.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at the following.

- The success of the school's efforts in raising attainment and performance for all students.
- How well teaching and learning are meeting the differing needs of students.
- How well leaders and managers are establishing effective structures and practices to support sustained improvement in all areas.
- How effectively the sixth form is being developed.
- How effectively specialist status is being used to drive improvements.

Information about the school

Titus Salt is much larger than the average-sized comprehensive school. The percentage of students from minority ethnic groups is broadly average and has risen significantly over the last few years. The proportion of students who speak English as an additional language is well below the national average, although this percentage is rising. The proportion of students known to be eligible for free school meals is above the national average and rising. The percentage of students with special educational needs and/or disabilities is slightly below average, with a rising trend, and the school has recently adopted Designated School Provision status for students with special educational needs and/or disabilities. The number of students who join or leave the school after the start of Year 7 is lower than average. The school was re-designated as a specialist school in mathematics and information and communication technology (ICT) in September 2008 and moved into a new building in September 2008. The school has achieved a number of awards such as for peer mentoring, Investors in People and Healthy Schools Status.

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

Titus Salt is a good school which provides outstanding care, guidance and support. The school has dealt effectively with areas for improvement identified at the last inspection and built on its strengths. When students enter the school their levels of attainment are below average. They make good progress in their journey through the school so that when they leave their attainment levels, which are improving, are broadly average. The progress made by students in lessons is good and, in some cases, outstanding. However, the school is not complacent and is working hard on further improvements to attainment; for example, in raising levels in literacy and oracy across the curriculum.

Students enjoy coming to school, feel safe there, and greatly appreciate the new building and the benefits it has brought to them, such as better information, communication and technology (ICT) facilities. The attendance of students has improved and is now above average. Behaviour is improving and is good, especially in lessons, where it makes a strong contribution to the good learning and progress seen. Students work very well together and take an active role in the school, for example as members of the school council. They develop high levels of skills to support themselves in the next step in their education or career and very few of them leaving school do not go on to further education, employment or training.

The quality of teaching and assessment to support learning are both good; supporting the good progress made by students. The use of assessment strategies is variable; marking is not always used effectively to help students to improve. Learning is adapted well to suit the differing needs of students, with a range of strategies used to develop their understanding. The curriculum is good and developing very well, being personalised to support the individual needs of the students. There are some aspects which are outstanding, such as the extra-curricular activities. All students are treated as individuals with personalised guidance and support to help them make the best of the opportunities on offer. There is very strong support at points of transition and particularly for the most vulnerable students for whom effective packages are put in place, so that they make the same good progress as their peers.

Leadership and management are good. Senior leaders have high expectations which they communicate very effectively to the rest of the staff and students. Governors are very knowledgeable about the school and evaluate its performance rigorously. The school has built positive relationships with most groups of parents and carers. Partnership working is strong and underpins much of the school's work. The school promotes equality of opportunity positively through the curriculum and the wide range of extra-curricular activities. Safeguarding procedures are strong.

The pace of development in the sixth form has increased greatly over the last 12 months. The GCE A-level pass rate in 2010 was a significant improvement on that for 2009, both

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for overall pass grades and for those achieving the higher grades. Detailed systems and structures are in place but are not fully embedded in all areas and so have not yet fully impacted on all students' learning and progress.

The specialist status of the school has been used very well to drive improvements. It has impacted on all areas within the school and has contributed significantly to the effectiveness of partnerships, promoting students' learning and well-being and good community cohesion. The school knows itself well and has robust self-evaluation processes. It is clear to leaders where there are strengths and where there is room for further improvement. The school has developed well since the last inspection and is well placed to develop further; consequently, it has a good capacity to improve.

What does the school need to do to improve further?

- Raise attainment levels further by:
 - using marking more effectively so that students are always clear about what they need to do to improve
 - ensuring literacy and oracy skills are fully developed across the curriculum.
- Ensure improvement strategies in the sixth form are fully embedded across all areas to ensure all students make good or better progress.

Outcomes for individuals and groups of pupils

2

The progress that students make is good overall, with the specialist subjects of mathematics and ICT contributing strongly to this outcome. Progress has been consistently good in mathematics for several years. Progress in English, which was below expectations, improved in 2009 and remained at this level in 2010 and now shows good progress. Observations in lessons have indicated that this improvement is secure. Good progress is made by all groups of students in lessons. The effective use of teaching assistants, and other adults, to support students in developing independent learning skills is helping to ensure that students with special educational needs and/or disabilities are making good, and sometimes exceptional progress.

The percentage of students achieving five GCSE grades A* to C rose in 2010 to above the national average. Other key indicators show average levels of attainment. This is confirmed by lesson observations where students are currently working at a standard in line with the national average. Students enjoy their lessons, are well-motivated to succeed and participate fully in the learning experiences available. They are able to explain clearly what they are doing and what they expect to achieve. Students are keen to both ask and answer questions, reflecting their understanding of a topic. Their good behaviour is a contributing factor to the improvements in outcomes.

Students feel safe around the school. They are particularly positive about the way that staff manage behaviour and are available to provide additional help and guidance. Students recognise the ways in which the school supports them in living healthily, including through the food options available, the curriculum and access to support. The views of students are sought regularly by the school and students can see that the school responds to what they say; this increasingly includes their views about teaching and learning. The school's specialism in mathematics and ICT drives the development of

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workplace skills; however, oral communication and literacy are not yet as strong as they should be.

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?

All aspects of provision knit together effectively to support good learning and progress. Teaching is good and well adapted to meet the differing needs of students. Students work very well in pairs and small groups and are keen to discuss their work and to get advice on how to improve. There is a strong culture of rewards in lessons which inspires students to do well and improves their confidence. The range of activities used ensures all students make good progress, with staff using questioning skilfully to check and deepen understanding. In the very few lessons where progress is less than good, students are not always clear about what they have to achieve and so learning is less well focused.

There is considerable expertise within the school on making good use of assessment strategies; however practice is variable. In most cases assessment is used well to support students to improve but in some, marking is less effective in showing students exactly what they need to do to improve. The school is aware of this and is working to ensure all staff achieve the same high levels of practice.

The curriculum is very strong and highly effective in supporting students to make good progress. For Key Stage 3 it is broad and balanced. In Year 7, students are taught how to

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learn and there is a nurture group, where identified students are given specialist support. Students are guided onto one of six pathways for their Key Stage 4 curriculum, which provide programmes tailored to suit the needs of the whole range of students. The school uses a good range of partners to provide a broad range of qualifications and courses. Work-related learning skills are developed through a well-structured programme and leads to an employability qualification. Extra-curricular provision is outstanding and participation rates are high.

Care, guidance and support are outstanding. Strategies to improve attendance have proved effective and attendance is now high and continuing to improve. Less than 1% of leavers at the end of Key Stage 4 do not progress to further education, employment or training. This is a much better outcome than that found locally or nationally. Students are known as individuals and receive tailored support to meet their needs, which helps them to make the best use of opportunities available. Support into the school and at other points of transition is highly effective. The school works well with families to support individuals. The most vulnerable students are very well supported, with a specialist curriculum and an education base staffed by committed and well-trained staff. This helps build their confidence and enables them to take a full part in school life.

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	1

How effective are leadership and management?

Leadership and management are good at all levels in the school. A culture of high expectations has been developed; staff are very supportive of each other and motivated to succeed. Training has been used well to develop management skills. This can be seen particularly clearly in the management of teaching and learning where staff routinely make good use of a range of rigorous monitoring activities to ensure effective practice. Target setting and tracking systems are robust, with the school setting itself challenging yet realistic targets. The governing body monitors and evaluates performance very rigorously through an effective link system and is influential in determining the strategic direction of the school.

The school is proactive in engaging parents through a variety of activities. The use of the home-school liaison officer has been very effective in engaging 'hard to reach' parents. Partnership working provides clear benefits for the students. Promotion of equal opportunities is strong. The school analyses data thoroughly to ensure all groups have the same high quality of experience and make good progress.

Safeguarding procedures are robust. All policies are in place and their effectiveness is rigorously monitored. Adults working with students are appropriately checked and staff

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training is in place. There is good multi-agency working to support students, particularly those facing challenging circumstances. The school promotes community cohesion well. It has carried out an analysis of the impact of its strategy and so has an up-to-date knowledge of strengths and areas for development. There is evidence of significant positive impact of the school's work in this area. The school deploys its resources effectively to achieve good outcomes for students and so provides good value for money. The use of the specialist status is having a positive impact across the whole school.

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

Sixth form

The sixth form is developing well and the pace of change has improved significantly since new leadership and management arrangements were put in place in January this year. Students' attainment improved markedly in 2010 after a dip in 2009. In 2010 students made the expected progress, based on their entry qualifications. The progress they are now making in lessons is stronger and many students are now making good progress in their studies. The curriculum has been developed to ensure appropriate progression routes from Key Stage 4 and is responsive to individual needs.

Students greatly enjoy their studies and feel the sixth form provides a supportive atmosphere that encourages them to aim for high levels of achievement. High levels of monitoring are in place, which identify potential issues and ensure interventions are swiftly put in place, leading to positive effects. Students greatly appreciate the high levels of support and guidance they receive from staff, which aids their progression into the sixth form and onto the next stage in their lives. Many students take on roles within the school to support younger students and this supports their personal development. Teaching in the sixth form is strong and most lessons help to develop independent learning skills. The

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quality of provision is satisfactory rather than good, because the developments have not yet had sufficient time to impact positively on all outcomes.

Leadership and management of the sixth form are good. Leaders and managers have put in place well thought out initiatives which can already show a positive effect. However, the school is aware that it is too soon to see the full impact of these actions in all areas, as they are only part way through the implementation of their improvement strategy. Leaders and managers have a clear understanding of all aspects of the sixth form and what they need to do to continue moving it forward.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	2

Views of parents and carers

121 responses were received from parents and carers, which is a low response rate. The vast majority of parents and carers who responded to the inspection questionnaire are happy with their child's experience at the school. Their views are similar to those of the inspection team. Parents are most positive about how well the school keeps their child safe, supports healthy lifestyles, meets their child's particular needs and deals effectively with unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Titus Salt School 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 1367 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	40	66	55	2	2	2	2
The school keeps my child safe	52	43	65	54	0	0	1	1
My school informs me about my child's progress	39	32	73	60	4	3	1	1
My child is making enough progress at this school	48	40	61	50	3	2	1	1
The teaching is good at this school	45	37	68	56	1	1	1	1
The school helps me to support my child's learning	28	23	79	65	4	3	1	1
The school helps my child to have a healthy lifestyle	26	21	89	74	3	2	0	0
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)	38	31	70	58	1	1	1	1
The school meets my child's particular needs	42	35	73	60	3	2	1	1
The school deals effectively with unacceptable behaviour	46	38	68	56	1	1	2	2
The school takes account of my suggestions and concerns	29	24	77	64	4	3	0	0
The school is led and managed effectively	40	33	71	59	2	2	1	1
Overall, I am happy with my child's experience at this school	50	41	66	55	2	2	1	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.



15 November 2010

Dear Students

Inspection of Titus Salt School, Shipley, BD17 5RH

Thank you for all the help you gave to the inspectors when we were at your school. We enjoyed talking with you and seeing the work you were doing. As well as looking at your work we read the questionnaires completed by your parents; they were most helpful.

We think Titus Salt is a good school with outstanding care, guidance and support, and it is improving further. You are learning well and making good progress; your examination and test results are broadly average and getting better. Teaching is good and your high standards of behaviour help to make it so. You get on well with each other and greatly appreciate the support you receive from all staff. You are proud of your new building and look after it well. The pace of change in the sixth form has improved significantly since January and those of you in it greatly enjoy your studies.

The leaders and managers of the school know the school very well and are clear about what needs to be done to improve further. They have made changes, such as the positive behaviour strategy, that you feel have made school better and we agree with you. The main areas for the school to focus on now are to:

- further raise attainment by using marking more effectively to help you to improve, and by developing your literacy skills
- ensure improvement strategies in the sixth form are fully embedded across all areas to ensure you all make good or better progress.

You have a key role to play here by making sure you continue to behave well and work hard at all times. I wish you all the best for the future.

Yours sincerely

Heather Barnett

Her Majesty's Inspector

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