

# Joseph Rowntree School

## Inspection report

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<b>Unique Reference Number</b>	121711
<b>Local Authority</b>	York
<b>Inspection number</b>	359074
<b>Inspection dates</b>	15–16 September 2010
<b>Reporting inspector</b>	Tanya Harber Stuart HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary controlled
<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>	1235
Of which, number on roll in the sixth form	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Frank Dixon
<b>Headteacher</b>	Mrs Maggi Wright
<b>Date of previous school inspection</b>	7 November 2007
<b>School address</b>	Haxby Road New Earswick, York North Yorkshire YO32 4BZ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. During the inspection, 33 lessons were observed and 33 teachers were seen. Twenty one of the lessons observed were undertaken as joint observations with the senior leadership team. Meetings were held with staff, groups of students and members of the governing body. Inspectors observed the school's work, and looked at the school improvement plan, records of teaching, assessment data and information about the sixth form. The inspection team also took into account 116 parental questionnaires, the 46 questionnaires completed by the staff and the 148 questionnaires filled in by the students.

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

- The levels of attainment and achievement especially in the two core subjects of English and mathematics.
- The quality of the teaching in the school and how well it enables students to make progress.
- The standard of care and guidance and how effectively these support the students and their parents and carers throughout the students' time at the school.

## Information about the school

This is a larger than average secondary school. Most of the students are from a White British heritage and the vast majority of them speak English as their first language. The proportion of students who have special educational needs and/or disabilities is much lower than the national average, as is the percentage of students who have a statement of special educational needs. The school has held specialist status in technology since 1998. The school moved into a new building on 22 February 2010.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Joseph Rowntree School provides its students with a satisfactory education. The good care, guidance and support mean that students develop into confident and articulate young people. Students are welcoming and appreciate the opportunities that they have to make a good contribution to the school community.

The provisional results for 2010 indicate that Year 11 students left the school with levels of attainment which are broadly in line with the national average in terms of the proportion of students who gained five A\* to C grades including English and mathematics. This means that these students made satisfactory progress during their time at the school. Students with special educational needs and/or disabilities make the same satisfactory progress as their peers. Evidence gathered during the inspection shows that students in the school are making satisfactory progress.

Teaching is satisfactory. However, there is inconsistency in the quality of teaching. Good lessons are planned well, based on accurate data and ensure that the activities meet the needs and interests of all students in the group. In these lessons, the resources used, engage and motivate the students and they make good progress. However, there is too little good teaching to enable the students to make better than satisfactory progress. The specialist technology status enhances the good curriculum through extra resources which are used both by the school and local community.

Leaders and managers, including the members of the governing body, know the strengths and weaknesses of the school. However, there is a lack of systematic and rigorous monitoring, evaluation and review of actions. This means leaders and managers are not always aware of how the actions taken have, or will, impact on outcomes for students. The quality of self-evaluation completed by the school is developing. Since the last inspection some actions have been taken to support students to make better progress and these provide the evidence that the capacity to improve is satisfactory. The school provides satisfactory value for money.

## What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good or better by ensuring that:
  - all lessons are planned to a consistently high standard
  - resources are engaging and motivate the students
  - assessment is accurate and is used to ensure that all lessons meet the needs and interests of all students.

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- Ensuring that all students make better progress by:
  - regularly and consistently monitoring, reviewing and evaluating actions to ensure that they have the maximum impact on outcomes for students.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

During their time at the school students make satisfactory progress. They enter the school with levels of attainment which are broadly in line with the national average. In science and technology, two specialist subjects, the students make better progress, this is because the activities provided in the lessons engage and challenge the students. Overall, students with special educational needs and/or disabilities make the same satisfactory progress as their peers. In lessons, where learning support assistants take an active role in engaging and supporting these students, they make better progress. In the lessons seen during the inspection the students achieved satisfactorily, their levels of achievement were better in the well planned lessons which included activities which motivated and engaged them.

The students were actively engaged in the development of the new school building and its design supports them to feel very safe in school. Their behaviour satisfactory but in the corridors and in social areas is good. The students are polite and welcoming. However, in 2009 to 2010 there were a large number of exclusions. The school has recognised that the rate of exclusion was too high and has put in place support systems to reduce the number used, although it is too early to judge the impact of these on outcomes for students. Students know and understand about healthy lifestyles. This knowledge is reinforced through the curriculum. They make responsible choices to ensure that they stay healthy.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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?

The curriculum is good. This is because it interests and engages students. In particular, the newly introduced vocational courses provided through the strong partnerships with other educational establishments, match the needs and interests of students. However, it is too early to judge the impact of these changes in terms of students making better progress.

There is a wide range of teaching in the school. The best lessons are well planned. In these lessons, there is a brisk pace and good quality questioning challenges the students to make good progress. Nevertheless, there are too few of these types of lessons to ensure that, overall, students make better than satisfactory progress. In the weaker lessons, expectations are lower, planning is weaker and lessons are dominated by the teacher talking. In a small number of lessons, students do not pay attention because the resources are not engaging.

Students are supported and cared for well. There are very effective strategies to support students who miss some of their education. Parents, carers and students are very happy with the transition arrangements for when they move from primary school to Joseph Rowntree. The guidance given at other key points of a student's education is also good.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers do monitor the work of the school. This means that they have an overview of the strengths and weaknesses. Members of the governing body are extremely supportive but they have not challenged the school with enough rigour to ensure that the variations within teaching are eradicated. The monitoring of teaching is regular and informative. But there is a lack of systematic review and evaluation. This means that points for development are not always followed through. The improvements seen in teaching in some areas are not consistent throughout the school and the quality of teaching is too variable.

The promotion of equalities is good. The school takes effective steps to tackle discrimination. The promotion of community cohesion is satisfactory. Safeguarding is good. Effective policies and procedures are in place. These policies and procedures support the students and mean that they feel safe in the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

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## Sixth form

In the sixth form, students make satisfactory progress. This achievement is supported by satisfactory teaching. There are variations between the subjects in terms of the quality of teaching and this impacts on the progress students make. The curriculum is developing well and there are links with other schools to enable the students to access courses which the school can not provide. The support students receive particularly in terms of their academic guidance and their personal development is excellent and students appreciate it highly. This enables them to make suitable choices and all students progress to further education, training or employment. Students in the sixth form play an active role in the school, for example, through mentoring younger students.

The leadership and management of the sixth form are satisfactory. A proactive approach is taken to running the sixth form. However, not all the systems are monitored as rigorously or systematically as they need to be to ensure that the variations between subjects are narrowed.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
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	3

## Views of parents and carers

One hundred and sixteen parental and carer questionnaires were completed. These show that the overwhelming proportion of parents and carers is supportive of the school. In particular, the parents appreciated the help they were given to support their children's learning.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Joseph Rowntree 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 1235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	61	41	35	4	3	0	0
The school keeps my child safe	72	62	40	34	1	1	1	1
My school informs me about my child's progress	56	48	54	47	2	2	0	0
My child is making enough progress at this school	59	51	47	41	4	3	0	0
The teaching is good at this school	64	55	46	40	0	0	0	0
The school helps me to support my child's learning	49	42	58	50	4	3	0	0
The school helps my child to have a healthy lifestyle	50	43	56	48	5	4	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)	70	60	38	33	3	3	0	0
The school meets my child's particular needs	65	56	47	41	2	2	0	0
The school deals effectively with unacceptable behaviour	63	54	42	36	6	5	1	1
The school takes account of my suggestions and concerns	54	47	50	43	3	3	1	1
The school is led and managed effectively	72	62	39	34	1	1	0	0
Overall, I am happy with my child's experience at this school	78	67	34	29	1	1	0	0

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



17 September 2010

Dear Students

**Inspection of Joseph Rowntree School, York, YO32 4BZ**

Thank you for welcoming me and my team of inspectors when we visited your school recently. The large number of you that talked to us, and filled in a questionnaire meant that your views were paramount when we made our judgements. It was also helpful that some of your parents and carers filled in a form as this meant we were able to take their views into account also.

Joseph Rowntree School is a satisfactory school which enables you to make satisfactory progress in your learning. You feel very safe in school. Your behaviour in social areas and around the school is good and you are polite and welcoming to visitors. However, a number of you are excluded from school because of poor behaviour. You make a good contribution to the school and the local community. You appreciate the opportunity to do this, and especially appreciated the opportunity to participate in designing the new school. Those of you in the sixth form support and help younger students through your volunteering scheme.

To make Joseph Rowntree an even better school we have asked the school to:

- make sure all your lessons are of the standard of the best
- put in place structures and systems to support you to make better progress.

You can contribute to making Joseph Rowntree an even better school by attending school and continuing to contribute to the development of the school.

I wish you well for the future.

Yours sincerely

Tanya Harber Stuart

Her Majesty's Inspector

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