

King Egbert School

Inspection report

Unique Reference Number	107129
Local Authority	Sheffield
Inspection number	356094
Inspection dates	16–17 March 2011
Reporting inspector	John Young 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	1278
Of which, number on roll in the sixth form	267
Appropriate authority	The governing body
Chair	Mr Ian Hewson
Headteacher	Mrs Lesley Bowes
Date of previous school inspection	5 March 2008
School address	Totley Brook Road Sheffield South Yorkshire S17 3QU
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. They observed teaching and learning in 38 lessons involving 35 different teachers and covering 14 subjects. They scrutinised mathematics, English and science books in each year group. They also held discussions with school staff, three members of the governing body and students from every year group in the school. They observed the school's work and looked at a range of other evidence including safeguarding procedures, action plans, case studies and self-evaluation documents. Inspectors also analysed the 308 responses to parent and carer questionnaires, 47 staff questionnaires and 151 students' questionnaires.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- The progress different groups of students make during their time in the school relative to their starting points and capabilities, particularly the more-able students, students who speak English as an additional language, students with special educational needs and/or disabilities and students known to be eligible for free school meals.
- The impact of teaching on learning for all groups of students.
- The impact of support for all students, including new arrivals to the school and country, and those students with complex additional needs such as the students linked to the school's specialist integrated resource unit.
- The efficiency and effectiveness of the sixth form.
- How effectively leaders have tackled previously identified weaknesses and sustained or improved students' outcomes and the quality of provision.

Information about the school

At this larger-than-average-sized secondary school the majority of students are White British. However, a higher-than-average proportion of students originate from a range of minority ethnic heritages. The largest of these is Pakistani. The percentage of students who speak English as an additional language is higher than average. There is an average proportion of students known to be eligible for free school meals. The proportion of students with special educational needs and/or disabilities is much higher than the national average. The school has specially resourced provision for integrating students with autistic spectrum disorder and complex speech, language and communication difficulties into mainstream education.

The school has Specialist Technology College status and holds various awards including Investors in People, Healthy Schools, the International School award and Sportsmark. The school also provides extended services such as study support, family learning programmes and community access to its facilities. The headteacher took up her post in September 2010. Following the recent closure of another school in the authority the school agreed to admit a number of new students despite being over-subscribed.

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

On balance, the educational experience students receive at King Egbert School is good with some aspects that are outstanding. Consequently, the school provides good value for money. This performance is testament to the collective efforts of talented staff, ambitious students, astute governance and effective leadership. Students, parents, carers and staff are proud of this successful and well-regarded school, which places a great emphasis on students' personal and social development as well as their academic achievement. The school's specialist subjects are high-attaining and make a strong contribution to driving up whole-school standards.

In the main school the large majority of students' learning and progress is good and their attainment is well above average. However, too few of the more-able students gain the highest grades. There are also groups of students, including those known to be school action and school action plus with special educational needs, whose learning and progress is satisfactory and their attainment broadly average. These same groups have also underperformed in English over time. The school's accurate tracking data and inspection evidence indicate that each group that has historically underperformed is making more effective progress now.

The impact of teaching, the use of assessment to support students' learning, and the curriculum are good. However, the school recognises that further refinements to planning, teaching, monitoring and intervention strategies are necessary to iron out the inconsistencies that remain in subject performance if all groups of students are to make at least good progress. Care, guidance and support, particularly for students in the specialist integrated resource unit, are outstanding. Safeguarding arrangements are good with exemplary aspects. Behaviour is good and students say they feel exceptionally safe. Their spiritual, moral, social and cultural development is outstandingly developed by this very inclusive and well-integrated school. A number of outstanding partnerships enhance students' learning and well-being significantly.

Despite some excellent individual accomplishments resulting from some excellent provision, the sixth form does not enable all students in all subjects to consistently make good progress and reach the highest standards that many of them are capable of. The overall effectiveness of the sixth form is satisfactory, as are its leadership, and the standards generally attained. However, all are improving as more recent adjustments to teaching, guidance, monitoring and support take effect. The school recognises that erratic subject performance needs resolving quickly.

The large majority of parents and carers are happy with the school's work. Of the very small minority that were not, inspectors investigated and found little evidence to support their reservations. The impact of leaders is good and growing as more recent changes to protocols, expectations and roles become embedded. Governance is outstanding and is

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very influential in supporting and challenging leaders at all levels to increase the impact of their work. The school's firm and proven leadership, good academic track record for the large majority of students, strong contribution to students' personal development and well-being, and some high quality provision, are evidence of its good capacity for sustained improvement. This is reinforced by accurate self-evaluation and decisive action to confront identified shortcomings.

What does the school need to do to improve further?

- Further improve students' academic achievement during their time in the sixth form so that their attainment rises and they all reach or exceed their targets by:
 - ensuring the impact of teaching on learning is always good and gives all students, but particularly those at risk of underperforming and the more-able, the necessary levels of support, guidance and challenge they require
 - ensuring inconsistent subject performance is eradicated and that all courses provide good value for money and allow the more-able students to fully realise their potential by gaining a higher number of A and A* grades
 - sharing and embedding the highly effective practice that already exists.
- Build on work already begun to improve the achievement of those groups of students whose performance has been at best satisfactory, in all subjects but particularly in English, so that their attainment rises and more reach or exceed challenging targets by:
 - giving students greater opportunities to acquire, apply and extend their English skills across the curriculum
 - ensuring learning and progress is at least good for all groups of students in all subjects relative to their starting points and capabilities
 - further increasing the effectiveness of early warning systems and targeted support for any students at risk of underperforming so that they can recover any lost ground in their learning securely and quickly.
- Further improve the impact of teaching on all students' learning by:
 - systematically sharing and embedding the most effective practice
 - ensuring lessons consistently provide all students with a stimulating, demanding and supportive environment which is sharply focused on promoting accelerated learning
 - eliminating inconsistencies in teaching and subject performance.

Outcomes for individuals and groups of pupils

2

The very large majority of students demonstrate their enjoyment of the educational experience they receive by their good, and sometimes outstanding, personal development and good achievement. Students are hard-working, ambitious, confident and articulate. They think critically, work independently, collaborate effectively, and can sustain their concentration for extended periods. As a result, they acquire and develop new knowledge,

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understanding and skills in discrete subjects effectively. But this is not always reinforced across the curriculum, particularly in English.

Most students' attainments by the end of Year 11 are well above the national averages. This indicates good achievement when set against their starting points on entry to school, which are above average. In 2010, specialist subject targets and targets for the proportion of students gaining five A*–C GCSE grades including English and mathematics were exceeded. However, against that background, some groups of pupils underperformed, particularly in English: students who speak English as an additional language, students known to be school action and school action plus with special educational needs, and students known to be eligible for free school meals. Also a few other subjects underperformed and too few of the more-able students reached the highest grades. Teaching is not yet having sufficient impact so that these groups can reach or exceed their targets. Encouragingly, inspection evidence and the school's accurate data show that currently, all students including those who have previously underperformed are making good progress.

Students feel very safe and their behaviour is good in and out of lessons, with few recorded incidents. Their contributions to the school and wider community life, and their awareness and take-up of healthy lifestyles, are good despite not receiving the recommended time for physical education in Key Stage 4. Students mentor younger students, fund raise and act as eco warriors'. At 'tea parties' with the headteacher their views are canvassed to inform school improvement. They also take advantage of numerous sports clubs. Most students develop a very good range of basic, social and personal skills, alongside enterprise and work experience, which will aid them in the future. Students' spiritual, moral, social and cultural development is outstanding and is very effectively promoted by the curriculum, assemblies and visitors. Students are socially responsible, culturally and ethically informed, highly reflective and show great empathy towards students with complex additional needs. Attendance is average but improving strongly as a result of effective strategies employed by the school.

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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	3
The extent to which pupils feel safe	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

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?

The impact of teaching on learning is good for the very large majority of students, sometimes it is outstanding. Staff are enthusiastic and conscientious. In the lessons observed teaching was most effective when staff applied their very good subject knowledge, strong planning and interpersonal skills, and a range of effective resources and learning approaches to create demanding and stimulating lessons. A positive climate for learning was established with good support. This motivated students and ensured there was a sharp focus on accelerating their learning. Less effective aspects observed included the inconsistent impact of teaching in some subjects. The use of assessment to support students' learning is mostly good and students receive detailed feedback orally and through marking. However, the school recognises that the effectiveness of early warning systems and targeted support for students at risk of underperforming would benefit from further refinement.

Students receive a good and improving range of well-organised and imaginative opportunities for learning through the curriculum, with the specialism influential in increasing subject choices and cross-subject working. There are numerous academic and applied learning options, alongside extra activities such as fieldwork, music, residentials, drama and sport. There are also booster classes, visitors and focus days to extend students' learning. More recently, provision has been modified to better meet the needs of students known to be school action and school action plus with special educational needs

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and those at the early stages of acquiring English. Provision for students in the school's specialist integrated resource unit is already outstanding and nationally acclaimed.

The exemplary care, guidance and support offered to individual students including those deemed to be the most vulnerable and the positive impact it has on their lives was well-documented in the case studies inspectors reviewed. This included helping able students to excel, students being successfully reintegrated after exclusion, and significantly, improving students' rates of attendance. The outstanding impact of the school's work is reflected in students' mostly good, and sometimes outstanding, academic and personal development. This is facilitated by highly effective and proactive pastoral support and largely effective academic guidance. Positive parenting sessions, good partnerships with some external agencies, the 'Learn to Learn' programme in Year 7, and the seamless integration of students with very complex needs into core provision provides further evidence of the school's effectiveness. Consequently, students feel very secure, well provided for, and do not 'slip through the net of care' the school offers. Induction and transition support is first class and enables students to make informed choices about their futures. As a result, very few are not in education, employment or training after they leave school.

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?

The headteacher is realistic, highly perceptive and strategic in her thinking. She is intent on doing whatever it takes to move the school forward and achieve its aim of becoming an outstanding school. Her firm leadership together with a shared vision and capable leaders and managers at all levels has effectively embedded this ambition and is driving further improvement. The management of teaching and learning is good although chances are missed to share and embed best practice systematically and to iron out remaining inconsistencies. Nevertheless, relentless monitoring, thorough evaluation and targeted coaching and mentoring are having a clear impact. Members of the governing body fulfil their duties exceptionally well. They bring to bear their considerable experience, education-related expertise and business acumen in order to monitor and evaluate the school's effectiveness and influence strategic planning and implementation very effectively.

The school's engagement with parents and carers is good and includes regular contact and consultation, family learning opportunities and guidance to support their children's learning, although a few hold reservations. The school has brokered some outstanding partnerships which significantly enhance students' learning and well-being. These include

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meaningful collaboration with partner schools, curriculum, community and student support service links. The school's inclusive nature, evident racial harmony, and the emerging narrowing of the gap between the academic performance of different groups of students show how the school effectively promotes equality and challenges discrimination. The school also promotes community cohesion through the curriculum, assemblies, visits and visitors. This enhances students' awareness of equality, global issues and challenges negative stereotypes. This is further evidenced by the developing links with the head of a city Madrasa.

Safeguarding procedures are good and reflect the school's adoption of good practice in relation to child protection, risk assessment and the safer recruitment of staff. Safe practice is integrated into the curriculum well which ensures that pupils understand how to keep themselves and others safe. Value for money is good because resources are deployed well to ensure outcomes for the large majority of individuals and the quality of provision is good. Financial management is sound.

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	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
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 overall effectiveness of the sixth form is satisfactory. This is typified by students' satisfactory progress, average attainment, and satisfactory leadership and management.

Students are mature and articulate. They say they enjoy and are proud of the school. They show this by their positive attitudes to learning, regular attendance, and the active roles they play in school life, for example when they play in the school orchestra, mentor younger students and act as associate governors. Analysis of examination data over time shows an erratic pattern of achievement in subjects, and that too few of the most-able students gain the highest grades. This is despite excellent individual accomplishments which result in a number of students regularly getting into Oxbridge. Moreover, the very

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large majority of students move on to higher education, further training or gain employment.

Teaching has had a satisfactory and inconsistent, rather than consistently good, impact on students' learning and progress over time. The curriculum is satisfactory overall, although clearly some subjects are high performing including the school's specialist subjects. More recent adjustments, including partnerships the school is forming with a number of local schools, are extending the range of options available. Guidance and support for students are satisfactory with induction, one-to-one counselling, and 'catch up' and booster classes now available. However, the school accepts that further refinements to 'early warning', tracking and intervention procedures are required in order to ensure all students including those at risk of underperforming and the most able reach or exceed their targets in all subjects. Students value the caring and nurturing approach the sixth form cultivates.

The impact of leaders and managers is satisfactory but improving and this is reflected in some of the steps being taken to bring about improvements. These include more robust monitoring and evaluation of all aspects of the sixth form's work, reviewing the curriculum, building a more cohesive team ethos and holding staff more rigorously to account for students' performance. The work to increase the impact of teaching on learning through targeted support and coaching and reduce inconsistencies is not yet fully apparent.

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	3

Views of parents and carers

The very large majority of the parents and carers who expressed their views in the questionnaire are extremely happy with their children's experience at school. Almost all believe the school keeps their children safe. The very large majority agree that their children are making enough progress and that the school is well led. However, a very small minority of parents and carers questioned the extent to which the school takes account of their concerns and suggestions, how well the school helps their children to lead healthy lifestyles, and the extent to which the school helps them to support their children's learning. Inspectors investigated these concerns and found little evidence to support them during the inspection other than the healthy eating options available to the many sixth form and Year 11 students who leave the school site at lunchtime are limited, which encourages them to eat 'fast food'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King Ecgbert 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 308 completed questionnaires by the end of the on-site inspection. In total, there are 1278 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	123	40	169	55	13	4	1	0
The school keeps my child safe	129	42	171	56	7	2	0	0
My school informs me about my child's progress	133	43	153	50	20	6	0	0
My child is making enough progress at this school	112	36	161	52	30	10	1	0
The teaching is good at this school	101	33	171	56	28	9	1	0
The school helps me to support my child's learning	69	22	169	55	52	17	5	2
The school helps my child to have a healthy lifestyle	46	15	196	64	48	16	3	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)	111	36	161	52	18	6	3	1
The school meets my child's particular needs	83	27	189	61	23	7	2	1
The school deals effectively with unacceptable behaviour	95	31	163	53	35	11	4	1
The school takes account of my suggestions and concerns	67	22	174	56	32	10	3	1
The school is led and managed effectively	89	29	177	57	18	6	1	0
Overall, I am happy with my child's experience at this school	122	40	160	52	19	6	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



18 March 2011

Dear Students

Inspection of King Ecgbert School, Sheffield S17 3QU

Thank you for the courtesy you showed inspectors when we visited recently. We learned a lot from observing your lessons and talking with some of you. We also read with interest the views you, your parents and carers expressed in the questionnaires.

After a thorough scrutiny of the evidence we concluded that the main school provides you with a good education. The very large majority of you make good progress and your attainment is well above average. Your performances reflect the good teaching, interesting and effective curriculum, and the excellent support and guidance you receive. We know you appreciate the staff's efforts, particularly those of you in the integrated resource unit, those on the 'LAKES' programme, and those taking advantage of the 'booster' classes. However, for a minority of you the impact of these is not fully apparent and you underperform in certain subjects such as English. We also believe many more of you are capable of gaining the highest grades. Your behaviour is good and you feel very safe. Your moral, spiritual, social and cultural development is outstanding and we were very impressed by your maturity, dispositions and levels of awareness. The school has effectively developed a number of outstanding partnerships which enhance your learning and well-being significantly.

The effectiveness of your sixth form is satisfactory. This is reflected in your generally satisfactory rather than good achievement, which is influenced by some underperforming subjects, which require improvement. This is despite some of you going on to Oxbridge. We think your school's specialist status is really helping to raise standards. Your attendance is satisfactory overall and I urge you to improve it by not missing a day between now and the end of the summer term, with the exception of public holidays, including Prince William and Kate Middleton's wedding!

In order for the school to improve further we have asked staff to:

- raise attainment and achievement in the sixth form by improving underperforming subjects so that all students meet or exceed their targets
- continue to raise the achievement of students in the main school who are performing less well
- improve the impact of teaching on learning in the main school in subjects performing less well.

Yours sincerely

John Young

Her Majesty's Inspector

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