

# Royds Hall High School

## Inspection report

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<b>Unique Reference Number</b>	107755
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	377641
<b>Inspection dates</b>	14–15 September 2011
<b>Reporting inspector</b>	Clive Moss 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>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	840
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Scott
<b>Headteacher</b>	Melanie Williams
<b>Date of previous school inspection</b>	17 November 2008
<b>School address</b>	Luck Lane Paddock Huddersfield HD3 4HA
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. They observed 34 lessons taught by 34 teachers, tutor-group sessions, assemblies and other occasions on which students were learning. Meetings were held with groups of students, members of the governing body, and members of staff. They observed the school's work, and looked at planning and policy documents, analyses of students' progress, records relating to the support provided for individual students, questionnaires completed by students and members of staff and 151 completed by parents and carers.

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

- How well does the school focus on reducing variations in performance between subjects, particularly raising attainment in English and mathematics?
- Do lessons engage all students and provide support for those at risk of underachieving?
- How well does the school identify students at risk of underachieving?
- How successfully has the school improved attendance?

## Information about the school

Royds Hall High is smaller than the average secondary school. The proportion of pupils known to be eligible for free school meals is well-above average and has risen since the last inspection. The proportion of pupils from minority-ethnic groups is high. The proportion of students who speak English as an additional language is high. The proportion of students with special educational needs and/or disabilities is above average overall, due in part to a specialist resource provision for 26 learners with multiple learning difficulties and 11 with emotional and behavioural difficulties being located at the school. The proportion of students with a statement of special educational needs is well above average. The school has specialist status for science. It has received a number of awards for the quality of its work in particular areas, including Healthy Schools Gold and the Artsmark Gold. It is recognised also as an Advanced Consultant School by the Specialist Schools and Academies Trust, holds the Trust's Inclusion Mark, and is a Leadership and Innovation Hub School. It is also a Creative Partnership 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: how good is the school?**

**2**

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

**2**

## Main findings

Strong relationships and a commitment to including fully all students from the many and varied backgrounds represented underpin a friendly, welcoming and increasingly successful school. The school has good relationships with parents and carers and its popularity is growing as parents and carers recognise the success it is having and particularly the high quality of the support that it provides to the students. One student summed up the views of many, saying 'Teachers know you; it's not so much a school, more like a second home.' A feeling that has been enhanced through the introduction of mixed-age tutor groups. The students with multiple learning and emotional and behavioural difficulties are enabled to be fully a part of the whole school, with the result that they develop into confident learners. A comprehensive system for tracking the progress of students is used well to provide carefully chosen support for students experiencing high levels of difficulty and at risk of underachieving.

The students take their health and well-being very seriously and the school has responded to requests from the students to improve the opportunities available, so that, for example, there is now a well-attended fitness club for girls. There is an exceptionally broad range of opportunities for the students to take on responsibilities and to be involved in activities to improve the school and the local community. The students gain a great deal from their involvement in the activities and speak about them maturely and with clear, but modest pride. Their experiences contribute significantly to them becoming confident young people.

There is a well-established trend of improvement at the school. For example, the percentage of students gaining five or more higher-grade GCSEs including English and mathematics has risen each year for several years and at a faster rate than nationally. The school's provisional results for 2011 indicate further improvements. The school has tackled variations in the performance of different subjects systematically and few subjects now under-perform compared to others at the school. Attendance has improved very significantly since the last inspection and is now high. Self-evaluation is undertaken diligently and based on thorough procedures. As a result the school knows its strengths and weaknesses well, identifies accurately what improvements are necessary and takes effective action accordingly. The school has worked to develop lessons that provide for a range of students' needs. In the lessons seen by the inspectors, however, the teachers' planning did not always use assessment information sufficiently to identify and

provide for the full range of the students' needs, or place enough emphasis on developing the students' skills in literacy and speaking.

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

- Ensure lessons contain a variety of activities and tasks designed explicitly to meet the full range of students' needs, based clearly on an assessment of those needs.
- Maintain a consistent emphasis in lessons on developing students' literacy skills and their skills in expressing themselves verbally.

## Outcomes for individuals and groups of pupils

2
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The students make good progress, particularly those with a statement of special educational needs. Generally, there are no significant differences in the progress made by different groups of students, although girls did better than boys in examinations in 2010. The students' attainment is broadly average by the time they leave school, having started below average, particularly in their literacy skills and in verbal expression. Students known to be eligible for free school meals and those who speak English as an additional language do significantly better in examinations than similar groups nationally.

In lessons, the students are keen to take part and apply themselves to the tasks conscientiously. Visibly, they enjoy learning and rapidly become confident learners, being unafraid, for example, to speak Spanish in front of their classmates in only their fourth lesson, even when they make a mistake. The students reflect maturely on complex issues. In a lesson about creation, they listened sensibly and sensitively to opposing viewpoints and demonstrated thoughtful insights into issues about the existence of God. The much-appreciated guidance provided by the school ensures that the students make well-considered choices after leaving school, so that very few do not go on to further education, employment or training after school.

The students show much respect for each other in lessons and for their teachers, responding to instructions rapidly. Their behaviour around the school is good, although they do not always pay full attention to the needs of others when walking around some of the busier and more-crowded corridors. Instances of racist behaviour are very rare and the students are proud of the way the members of the very varied school population get on together well. Participation in sporting and physical activities is high. The take-up of school meals is well-above average and has increased as a result of changes to make more-healthy choices available.

### *These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2

<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

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

## How effective is the provision?

The teachers use their good subject knowledge well to question and challenge a broad range of students. They use a variety of teaching methods, which capture the interest of the students and keep up a brisk pace. The teachers do not rely on volunteers to answer questions but select students randomly, keeping the students on their toes because all of them expect that they might be called upon and must be ready. Information and communication technology is used well to clarify learning points for the students and to make lessons dynamic. The less successful lessons seen by the inspectors contained an imbalance between the amount of time the teachers spent talking, particularly at the beginning of the lessons, and the time students were working actively, and there was insufficient evidence of planning for activities to meet the full range of the students' needs. The examples of marking seen by the inspectors varied in quality and did not always provide the students with clear guidance on how to improve their work.

The school provides a wide range of subjects for the students to study and organises the curriculum flexibly and creatively to meet the interests of all. For example, the students study their option subjects at Key Stage 4 over one year and in mixed-age groups that include Year 9 students also. The students find the mixed-age teaching groups helpful. The arrangement has improved their levels of motivation and confidence and provided a very productive learning environment. Those factors are improving the rates of progress made by the students and leading to higher attainment in examinations. The school provides good opportunities for students to develop leadership skills and students take a lead in all of the school's public events. A large majority of the students take part in the extensive range of extra-curricular and enrichment activities, which include more than 60 educational visits. The take-up of sports is greater amongst the boys.

Highly committed members of staff are tenacious in their support of the students, especially the many that require significant levels of help. The school uses an extensive range of methods to provide the support, with a strong emphasis on helping the students to move smoothly from one phase of their education to another. As a result there are striking examples of individual students going on to further study at college and sixth form who were at high risk of not doing so. The students in Years 9, 10 and 11 know their targets well as a result of detailed individual discussions with their tutors, which blend discussion about progress with consideration of the students' options for post-16 study. They are also made very aware of the importance of good attendance. The result is not only very well-

informed students, but students who are motivated and able to talk about their futures with a well-balanced sense of purpose.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>1</b>

## How effective are leadership and management?

Leaders and managers work together cohesively and enjoy a good level of support from the staff. As a result, there is a clear focus on continuous improvement and a justifiable sense of pride amongst the staff in the very creditable success that the school is having in raising students' attainment. The approach has, for example, led to mathematics results doubling over three years. Leaders and managers have used the opportunities provided by the school's specialist status well to improve the quality of leadership and management throughout the school. They have used it also to support self-evaluation by comparing the school's work to external benchmarks, which has contributed to the school's well-informed view of its strengths and weaknesses. The governing body has played an important role in securing the school's improvement. It is knowledgeable and uses its skills and experience to good effect in monitoring the school's progress and in challenging the leaders and managers appropriately. The school's procedures for safeguarding students are good. The staff receive comprehensive training in child protection.

The school's commitment to working in partnership with other schools and outside agencies is exceptional. All aspects of the provision at the school benefit significantly from partnership working; the inspectors were struck particularly by the way in which such work enables the school to have remarkable successes with students facing high levels of difficulty in getting the best out of their education, many of whom join the school part-way through their secondary education. The school has made good use of its science specialism to develop links with primary schools and universities, which contribute well to the school's work in supporting students as they move between the different phases of their education. The school's approach to promoting community cohesion is also imbued with a sense of working in partnership, so that its actions take account of locally identified priorities and plans. The school is itself a very cohesive community. The school promotes equality of opportunity well, although students with special educational needs and/or disabilities identified at School Action stage are over-represented amongst those receiving some of the school's behaviour sanctions.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The proportion of parents and carers responding to the inspection questionnaire was slightly above average. The inspection survey indicates good levels of satisfaction with the work of the school amongst parents and carers. There are no significant differences between the views expressed by parents and carers and the inspection findings and the inspectors took full account of those views when reaching their judgements. The parents and carers of 47 students added written comments to the questionnaires, 28 of which praised the work of the school, often highly complimentary and often providing details of the exceptional support given to their children. The concerns raised by parents and carers in the questionnaires were all of an individual or specific nature. The inspectors took account of those concerns when observing the work of the school.



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

Ofsted invited all the registered parents and carers of pupils registered at Royds Hall High 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 151 completed questionnaires by the end of the on-site inspection. In total, there are 840 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	42	79	52	6	4	1	1
The school keeps my child safe	58	38	85	56	3	2	1	1
The school informs me about my child's progress	54	36	79	52	5	3	2	1
My child is making enough progress at this school	45	30	83	55	9	6	2	1
The teaching is good at this school	52	34	82	54	7	5	2	1
The school helps me to support my child's learning	48	32	81	54	10	7	3	2
The school helps my child to have a healthy lifestyle	41	27	88	58	11	7	3	2
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)	58	38	77	51	5	3	2	1
The school meets my child's particular needs	50	33	82	54	5	3	3	2
The school deals effectively with unacceptable behaviour	43	28	77	51	14	9	4	3
The school takes account of my suggestions and concerns	38	25	82	54	11	7	7	5
The school is led and managed effectively	56	37	79	52	3	2	6	4
Overall, I am happy with my child's experience at this school	67	44	69	46	6	4	3	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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"> <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.**



16 September 2011

Dear Students

### **Inspection of Royds Hall High School, Huddersfield HD3 4HA**

Thank you for talking to my colleagues and me and making us welcome when we visited your school recently. The inspectors spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by you and your parents and carers, and spoke with some of your teachers. Here is a brief summary of the main findings, which I hope will be of interest to you.

- Royds Hall High provides you with a good education. It is getting better consistently and, understandably, its reputation is improving all the time.
- You make good progress overall from your starting points when you join the school and you are making increasingly good progress in lessons. Your attainment is average. The very high proportion of you going on to training, college and sixth form is a testament to the work of the school, especially as many of you join the school part-way through your secondary education.
- Your attendance is high. That is a significant success for you and the staff at the school.
- Your behaviour is good. The inspectors took note especially of the way you get on so well together and of how you respond rapidly to the teachers. You do not, however, always show as much consideration on the corridors.
- The school provides an excellent level of care and support, particularly for those of you who need it most, and many opportunities for you to develop into mature, confident young people.

I have asked the staff and the governing body to make sure that lessons are designed to meet your particular needs more precisely and to emphasise your literacy skills and skills in expressing yourselves.

Yours sincerely

Clive Moss  
Her Majesty's Inspector

