

Djanogly City Academy Nottingham

Inspection report

Unique Reference Number	134253
Local Authority	N/A
Inspection number	381648
Inspection dates	5–6 October 2011
Reporting inspector	Dilip Kadodwala HMI

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

Type of school	Academy
School category	Non-maintained
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	1571
Of which, number on roll in the sixth form	380
Appropriate authority	The governing body
Chair	Ron Kenyon
Headteacher	Elaine Crookes and Giora Berman (Principals)
Date of previous school inspection	22 January 2009
School address	Sherwood Rise Nottingham Road Nottingham NG7 7AR
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors, including one who focused for half a day on the academy's provision for safeguarding students. Inspectors visited 45 lessons taught by 45 different teachers and some of the lesson observations were undertaken jointly with senior leaders. Inspectors spoke with staff, members of the governing body and groups of students. Inspectors looked at the analysis and tracking of students' progress, attendance records, academy leaders' monitoring records, academy development planning and risk assessments. Inspectors also analysed the questionnaires received from 107 students, 68 staff and 53 parents and carers.

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

- How strongly is students' attainment improving, especially in mathematics?
- To what degree is the quality of teaching ensuring that learning and progress are improving securely and quickly for all students, including historically underachieving groups such as boys, students identified as having special educational needs and/or disabilities, and students from minority ethnic heritages?
- How effective is the quality of leadership and management at all levels in tackling underperformance and improving students' achievement?
- How effective is the drive to improve all aspects of the sixth form?

Information about the school

This academy is larger than the average secondary school and located on two sites, each with its own Principal. Around 27% of the students are of White British heritage. A significant proportion are from Asian or Asian British backgrounds, mostly from Pakistani heritages. Other significant minority ethnic groups include those from White and Black Caribbean and African backgrounds. The proportion of students who speak English as an additional language is well above the national average. The proportion of students who are known to be eligible for free school meals is high. The proportion of students who are identified as having special educational needs and/or disabilities is well above the national average, although the proportion who have a statement of special educational needs is below average. Djanogly opened as an academy in 2003 and has received a number of awards in recent years for its provision in information and communication technology (ICT).

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

Djanogly is a satisfactory academy and it is improving. Students' learning and progress are satisfactory, but rising securely and quickly. They are making greater gains in English than in mathematics. The proportion of students gaining five or more good passes at GCSE is on an upward trend and was average this year, showing the positive impact of a good curriculum that includes vocational options and some imaginative elements in Key Stage 3 that contribute particularly well to students' enjoyment of learning. The proportion gaining five or more GCSE passes at grades A* to C including English and mathematics is also rising, but from a low level in recent years. In order to accelerate the trend, leaders have set challenging and realistic targets for standards to be raised significantly.

Students say that they feel safe and the great majority of parents and carers agree. Safeguarding arrangements are robust. Students adopt healthy lifestyles by participating in a wide range of health-promoting activities and the majority eat healthily. Students receive good care, guidance and support, including those whose circumstances make them potentially vulnerable. This reflects the impact of strong partnerships. For example, academy staff work closely with external support agencies to ensure that barriers to learning are removed. Students make a good contribution to the academy and the wider community. Students have a clear sense of right and wrong and racial harmony is evident on both sites. The majority of students form good relationships with each other and with adults. Strategies to raise students' attendance and reduce persistent absence are showing a positive impact and the number of fixed-term exclusions is reducing, but attendance levels over each year remain low. Partly, this is because of holidays taken by families during term time. The attendance rate at the time of the inspection was broadly average, reflecting the impact of the academy's strategies to sustain improvement over time.

The quality of teaching and learning is satisfactory, including in the sixth form. Some good and outstanding practice was seen during the inspection, but teaching is not yet consistently good enough to overcome the legacy of underachievement. In the most effective lessons, students' needs and abilities are understood well so that teachers tailor activities closely to students' needs. They also apply time limits effectively and encourage independent learning skills. However, these effective practices are not yet widespread throughout the academy, and progress in lessons is sometimes limited when students are not actively engaged in learning. The marking of students' work is generally regular and constructive, but it does not consistently provide detailed feedback to show students how to improve their work.

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The quality of leadership and management is satisfactory. Senior leaders and the governing body have set a clear sense of purpose and ambition for higher achievement. The senior leaders' determination to eradicate weaknesses through changes in leadership and dealing robustly with inadequate teaching is making a difference. The academy's self-evaluation systems and development plan identify the right things to secure further gains, although some of the leaders' evaluations of lessons are not always sufficiently sharply focused on learning outcomes. The academy's growing strengths have not yet had a sustained impact on attainment, and so its capacity for further improvement is satisfactory at this stage.

Up to 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.

What does the school need to do to improve further?

- Increase the proportion of students gaining five or more A* to C grades at GCSE including English and mathematics by ensuring that more of the teaching is good or better, particularly by:
 - closely matching work to students' individual needs
 - providing more challenging tasks to secure students' active engagement in learning
 - providing more opportunities for students to demonstrate independent learning
 - ensuring that there is consistency in the marking of students' work so that they all know how to improve.
- Raise standards of attainment in mathematics and ensure that students make the expected progress by the end of Key Stage 4 to at least match the gains made by students nationally.
- Improve the leadership and management of teaching and learning by:
 - sharpening up the quality of lesson observations so that there is a greater focus on the quality of students' learning, rather than the quality of teaching.
- Ensure that actions taken to improve attendance and reduce persistent absence are sustained and effective, so that students' attendance is at least in line with national figures by the end of the academic year.

Outcomes for individuals and groups of pupils

3

From below average starting points on entry to the academy, students' achievement is satisfactory. They consistently make the expected progress in English and unvalidated GCSE results for 2011 show that this continues to be the case.

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Achievement, however, is uneven across different subjects and courses by the end of Key Stage 4. In most of the vocational courses students make at least the expected progress. Students have generally good ICT skills because technology is used well to enhance learning across different subjects. The 2011 results show that in mathematics, students have still not made the expected progress. However, in all the lessons observed in mathematics across both key stages, students made at least satisfactory progress and in some lessons it was good. This reflects the energy and drive brought to the subject by the recently appointed subject leader and the determination of senior leaders to reverse the trend of underachievement. For example, in a Year 9 lesson on algebra students were challenged to think more deeply about their solutions through the teacher’s probing questions. In a Year 7 numeracy lesson, the use of a wide range of approaches met students’ different learning needs well, including those of several students who have learning difficulties.

Meticulous and more robust recording and analysis of how well students are doing ensure that any underachievement is tackled and corrected quickly. Specific teaching programmes and strategies are used to develop weaker literacy skills. As a result, the attainment of students who are known to be eligible for free school meals is now broadly in line with national figures, and the academy has dealt well with the underachievement of students from minority ethnic heritages that was evident in 2010, as well as those identified as having special educational needs and/or disabilities. Students from the latter group progress as well as their peers and those who receive additional support make good progress, a point made by a few parents and carers in response to the questionnaire.

Students’ enjoyment of learning is satisfactory, as is their behaviour. Occasional bullying and the very few incidents of racist behaviour are dealt with promptly and suitably. Students keenly contribute to life in the academy, for example working with the parents and carers’ forum to produce the home-school agreement. Students also willingly support activities which benefit the local and wider communities.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils’ behaviour	3
The extent to which pupils adopt healthy lifestyles	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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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	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Where teaching is good or better, carefully-designed and imaginative tasks allow students to work independently on their own or in small groups, and to show responsibility. For example, in a Year 11 media studies lesson students designed their own advertising campaigns based on a clear understanding of audiences and methods. Such successful lessons are characterised by a high level of teachers' subject expertise allowing them to extend students' knowledge and to generate enthusiasm. The less successful lessons are too teacher-led and do not challenge the full ability range. In such cases, all students are required to proceed through the same activities at the same pace, so they are passive and compliant rather than active and directly involved in their learning.

The curriculum provides imaginative and effective opportunities for learning. For example, the range of 'rich tasks' activities in Key Stage 3 provide investigative projects encompassing the humanities, arts and languages. There are good links with other institutions and the academy is seen as a centre for effective languages provision. Students have access to a varied range of enrichment activities and take-up is good, particularly with regard to sporting activities.

Students benefit from the strengths in pastoral support. For example, targeted help is directed well for students whose circumstances make them potentially vulnerable. Support for those who speak English as an additional language, particularly those who are new arrivals to the country, is effective in enabling them to acclimatise to learning routines. Transition arrangements ensure students settle into academy life quickly. Although there are some inconsistencies in the guidance students receive about improving their work, overall tracking of their progress and reporting to parents and carers are good. Students also receive good quality advice and guidance to enable them to make informed choices about their future. The work of the learning support unit is making an important difference to reducing disruptions in lessons and fixed-term exclusions are reducing.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where	2

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relevant, through partnerships	
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The two Principals, ably supported by the governing body, have realigned management structures and systems over the last year. Success in the drive for improvement is evident in the proportion of students who gain good passes overall at GCSE. But leaders recognise that improvements have not yet gone far enough and the appointment of some new subject leaders is a step in the right direction. Essential systems for monitoring and evaluating the academy’s performance underpin senior leaders’ drive to embed ambition and drive improvement, crystallised in the setting of challenging targets for raising GCSE standards, improving the quality of teaching and improving students’ attendance and behaviour. The accountability of leaders at all levels is now more robust and firmly based on the routine tracking of students’ progress. Greater accuracy of assessments is enabling a reliable targeting of interventions but the impact of these developments has yet to be fully demonstrated.

Governance is good. The governing body members routinely gain first-hand evidence of the academy’s performance and are informed well so that they are able to hold leaders to account through rigorous challenge. Good action is taken to engage parents and carers and to keep them informed. A parental forum provides a useful channel to exchange ideas and implement changes that benefit students, for example with regard to the curriculum.

Effective partnerships offer many activities that students benefit from and which the academy could not provide by itself, for instance the range of diploma courses which yield successful results. Students have good equality of opportunity. Where necessary, homes have been supplied with a computer to enable access to learning. The performance of different groups is analysed carefully and the results lead to timely interventions so that, for example, the gap in achievement between boys and girls is narrowing. Good community cohesion promotes links between the academy, local religious leaders and representatives of community groups. Students’ horizons are also widened through the academy’s international links and trips. Safeguarding is good because all aspects of it are managed well and rigorously by highly-qualified staff. The single central record is maintained meticulously and policies are updated regularly and used effectively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the	2

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school so that weaknesses are tackled decisively and statutory responsibilities met	
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	3

Sixth form

Standards attained are in line with national averages and students make satisfactory progress from their broadly average starting points. With 98% of students continuing their studies from Year 12 into Year 13, retention is very high.

The curriculum is flexible, enabling students to retake or extend their range of level 2 qualifications before embarking on level 3 qualifications. The quality of teaching is typically satisfactory, and sometimes good or better. Students have opportunities for independent study and generally engage positively in their lessons. However, a few students in Year 12 have not yet developed sufficient responsibility for their own learning. Students receive suitable advice and guidance about course options as well as career and other educational opportunities after completion.

There are some recreational and enrichment opportunities and some students take advantage of these. However, this is dependent on the energy and commitment of individual students. Although the value of these experiences is recognised by the senior leaders, such opportunities are not an integral part of the provision. The quality of leadership and management is satisfactory. There is a clear understanding of strengths and weakness and the actions required for further improvement. The students confirm that the provision for them has improved in the last year. They appreciate the recent availability of a common room and the individual support they receive from their assigned adult. The academy has a credible and appropriate plan for the development of its sixth form provision over the next two years.

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

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Views of parents and carers

The proportion of parents and carers who returned the inspection questionnaire was very low, but the very large majority agree that their children enjoy school and that overall, they are happy with their children's experience at the academy. A small minority were less positive about how the academy takes account of their suggestions and concerns, and about the help given to support their children's learning. All concerns raised were discussed with academy leaders, while ensuring that the anonymity of parents and carers was protected. Inspectors concluded that the academy provides a broad range of opportunities for consultation, for instance through the five academic review days and the parents' forum, and that wherever feasible, parents and carers' views do help to inform improvements. Additionally, technology is increasingly being used, along with the Saturday school, to assist parents and carers in supporting their children.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Djanogly City Academy Nottingham 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 1571 students registered at the academy.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	43	29	55	1	2	0	0
The school keeps my child safe	19	36	32	60	2	4	0	0
The school informs me about my child’s progress	28	53	21	40	4	8	0	0
My child is making enough progress at this school	20	38	29	55	4	8	0	0
The teaching is good at this school	16	30	33	62	3	6	0	0
The school helps me to support my child’s learning	15	28	31	58	7	13	0	0
The school helps my child to have a healthy lifestyle	12	23	34	64	4	8	2	4
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)	18	34	28	53	6	11	0	0
The school meets my child’s particular needs	17	32	30	57	5	9	0	0
The school deals effectively with unacceptable behaviour	14	26	31	58	3	6	2	4
The school takes account of my suggestions and concerns	16	30	27	51	5	9	2	4
The school is led and managed effectively	18	34	26	49	2	4	3	6
Overall, I am happy with my child’s experience at this school	22	42	28	53	3	6	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	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 are for the period 1 September 2010 to 8 April 2011 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 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"> ■ 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.

7 October 2011

Dear Students



Inspection of Djanogly City Academy Nottingham, Nottingham NG7 7AR

Thank you for the positive contribution that you made to our recent inspection. Your views, alongside the questionnaire responses from your parents and carers, were helpful in assisting us with our work. Yours is a satisfactory academy, with a satisfactory sixth form. Some aspects are good. You told us that you feel safe and we judge that you adopt healthy lifestyles, having had your say in the catering arrangements and the way that very many of you take up sporting activities. You make a good contribution to the academy and the wider community, for example through your involvement in local projects and the creation of websites like 'Just ask Nottingham'. Staff take good care of you and provide you with support when you most need it.

The two Principals, the governing body and other leaders are keen to drive improvement, so that more of you make better progress in your learning than has been the case in recent years. Your achievement is satisfactory but the proportion of GCSE A* to C grades including English and mathematics is significantly below average, especially in mathematics. Challenging targets for improvement have been set by senior leaders. We have asked them to ensure that these targets are met or exceeded. Your behaviour and punctuality are satisfactory but some of you do not attend regularly, and this has a very negative impact on the overall attendance rate. We have asked that this improves and you can play your part by attending regularly.

Teaching and learning are satisfactory overall, and we observed some good and outstanding teaching. We have asked staff who monitor teaching to concentrate more on how well you learn in lessons, so that judgements made about the quality of lessons are more accurate. To bring the quality up to the best standard we have asked leaders to ensure that more of the teaching gives you challenging activities matched to your different abilities, so that you participate more actively and develop your independent learning skills further. We have also asked the teachers to consistently provide you with advice about how you can improve your work. You can all help by following their advice.

Best wishes for the future.

Yours sincerely

Dilip Kadodwala
Her Majesty's Inspector

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