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18 January 2013

Miss Linda Wallsgrove
Headteacher
University Academy Keighley
Green Head Lane
Utleigh
Keighley
BD20 6EB

Dear Miss Wallsgrove

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to University Academy Keighley

Following my visit to your academy on 17 January 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the Associate Principal, the Executive Principal and Vice Principal, the Chair of the Governing Body and a representative of the sponsor. The school improvement plans were evaluated. The inspector toured the academy with the Associate Principal and spoke informally to students at lunchtime. Written feedback given to teachers following internal lesson observations was evaluated. The inspector also evaluated the academy's information about students' progress and the minutes from the meetings held by the governing body and the executive board.

Context

Since the time of the previous inspection the academy has appointed a new data manager. There have been no other significant appointments or changes in the academy's context.

Main findings

The Associate Principal has successfully maintained the academy's focus on improving the quality of teaching. Supported by the Executive Principal and senior leaders she is effectively setting high expectations. Most teachers are responding positively to their expectations but this is not true of everybody.

The information teachers get about the progress students are making has been improved. Teachers now know exactly which individuals and groups of students are not doing as well as they should. Consequently, it is easier for them to plan work to meet the needs of individual students. Middle leaders are using this progress information to help them in holding teachers accountable for students' progress.

Leaders have established an intensive programme of support where teaching is less than good. This includes bespoke coaching and regular opportunities to see good and outstanding practice in other schools. The academy has sound plans for every teacher to visit a good or outstanding school. Leaders know that while teaching has got better the momentum of improvement must be sustained so that all groups of students routinely make good progress.

The academy's improvement planning is clear and focused on the appropriate priorities. The timings and the ways in which success will be measured are crisply outlined. It provides an effective foundation for improvement. The work on developing students' reading, writing and speaking and listening skills is appropriate but it is not being embedded rapidly enough to improve students' skills quickly.

Members of the governing body and executive board have established links with different subject areas. By asking more searching questions and checking carefully, they are helping to ensure improvements are being sustained. They are developing ways of collecting more first-hand knowledge in regular visits to the academy during the school day.

Senior leaders and governors and the sponsor are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- accelerate the improvements in teaching by making sure teachers are consistent in the way they use the new progress information to meet the needs of individual students
- make sure students' reading writing and speaking skills improve quickly across all subjects.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The academy continues to make effective use of the support offered by the sponsor and the Bradford Partnership. Leaders particularly value the partnerships it has brokered with other schools. For example, the Bradford Partnership has secured places for leaders in mathematics and English to attend extra training which has improved their skills in evaluating teaching.

I am copying this letter to the Chair of the Governing Body and as below.

Yours sincerely

Joan Hewitt

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority
- the academy chain where relevant
- Diocese - for voluntary aided and voluntary controlled schools
- The Education Funding Agency (EFA) if the school has a sixth form
- The person or body responsible for appointing foundation governors if the school has a foundation
- The lead inspector.