

# King Ecgbert School

Totley Brook Road, Sheffield, South Yorkshire, S17 3QU

**Inspection dates** 21–22 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Overall, students make outstanding progress. The proportion of students achieving five GCSE grades at A\* to C, including English and mathematics, is consistently well above average.
- Achievement in mathematics is truly exceptional and amongst the very best nationally. Students are extraordinarily enthusiastic about learning number because the quality of teaching is regularly outstanding.
- Teachers plan imaginative activities which motivate students. There are examples of outstanding teaching in many subjects, including English, art and history.
- Disabled students and those who have special educational needs make outstanding progress as a result of excellent, targeted interventions. Students with autism spectrum disorders receive outstanding care and guidance to support their achievement.
- Students’ positive attitudes are reflected in their good behaviour. Attendance is above average because students value what the school offers them.
- The headteacher’s relentless energy, high standards and focus on every student motivate leaders at all levels. Together they have brought about outstanding improvement by continuously improving teaching and raising standards.
- Outstanding teaching in history, geography and art makes an exceptional contribution to students’ spiritual, moral, social and cultural development.
- Governors provide senior leaders with outstanding support and challenge. Senior leaders are held to account for all aspects of the school’s performance.
- The sixth form is outstanding. Students make outstanding progress on a range of courses and are well prepared for their futures.

## Information about this inspection

- Inspectors observed 44 lessons, eight of which were observed jointly with senior leaders.
- Inspectors held meetings with senior and middle leaders, groups of students and the Chair of the Governing Body, and spoke with an external consultant who supports the school's work in bringing about improvements.
- Inspectors considered the views of the 92 parents who responded to the online questionnaire (Parent View). They analysed the results of the staff questionnaire to which 36 replies were received.
- Inspectors analysed the 2012 examination results and the published results for previous years. They looked at the school's data on students' progress, lesson plans, minutes of meetings and records relating to behaviour, safety and attendance. They also reviewed the school's checks on how well it is doing and school improvement plans.

## Inspection team

Lisa Fraser, Lead inspector	Additional Inspector
Jane Alexander	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Kim Bower	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector

## Full report

### Information about this school

- The school is larger than most secondary schools.
- The majority of students are from White British backgrounds; Pakistani, Indian and African are the largest other minority ethnic groups.
- The proportion of students who speak English as an additional language is above average.
- The proportion of students eligible for the pupil premium, which provides additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after, is below average.
- The proportion of disabled students and those who have special educational needs supported at school action is below average. The proportion of students supported at school action plus or with a statement of educational needs is above average.
- The school has specially resourced integrated provision for 34 students with autism spectrum disorders.
- The school has a technology specialism.
- The school works with Silverdale school and High Storrs school in the Sheffield West Learning Partnership to give students in the sixth form a wider choice of courses.
- The headteacher also undertakes the executive headteacher role at the school's partner school, Newfield Secondary School.
- King Egbert School converted to become an academy in October 2012. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be good overall.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- Seven Key Stage 4 students attend off-site alternative provision, which includes the Award Scheme Development and Accreditation Network (ASDAN) qualification, level 1 and BTEC level 2 courses, at Recycle Bikes, Whirlow Hall Farm, Dimensions, The Source and the Engineering Centre.

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

- Improve achievement even further by:
  - ensuring that students make the same accelerated rates of progress in modern foreign languages as in other subjects.
- Raise the standard of behaviour to outstanding by:
  - embedding new systems of support for students whose circumstances make them more vulnerable and their families.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Students enter the school with average attainment in reading, writing and mathematics. By the end of Year 11, the proportion of students achieving five GCSE passes at grades A\* to C, including English and mathematics, has been significantly above average over a sustained period. All groups of students make outstanding progress. School data indicate that students' current achievement is similarly strong.
- A much higher proportion of students than is expected nationally achieve better than average rates of progress in English and mathematics. Students' achievement in both English language and literature is above average. Standards in biology, geography, history and physical education are also above average. Students make outstanding progress in design and technology, reflecting well on the school's specialism.
- Achievement in mathematics is amongst the very best nationally as a result of outstanding subject leadership and teaching which is consistently outstanding. Selective use of early-entry GCSE is successful because more students than average attain the top grades and large numbers of students opt to study mathematics at A level. All students demonstrate high levels of confidence and exceptionally positive attitudes towards mathematics.
- Students from minority ethnic backgrounds and those who speak English as an additional language make the same accelerated rates of progress as their peers because their achievement is also well above the national average.
- Disabled students and those with special educational needs who follow mainstream education make outstanding progress. Outstanding leadership of special educational needs makes sure that all staff adapt their teaching to meet these students' needs. Careful tracking and monitoring of their progress ensures they also receive high-quality individual support, where appropriate.
- Teachers who support students with a statement of special educational needs in the integrated resource are highly skilled and assist their outstanding progress. As a result, two students who have been supported by the integrated unit are going to university this year. Leadership of the integrated resource is nationally recognised as outstanding.
- In comparison to their peers nationally, students supported by the pupil premium make outstanding progress. Pupil premium funding is used very effectively to provide both an extra full-time member of staff and specialist learning support assistants in English, mathematics and science. The attainment gap between these students and their peers in school is closing; students are now just half a grade behind their peers in English and around one third of a grade behind in mathematics.
- Year 7 catch-up funding is being used effectively to support students with weaker literacy skills because 50% of these students are now making better than expected progress in their reading and writing.
- A very small number of students study off-site for part of their learning. Their attendance is well monitored by school leaders and these students make good progress.
- Large numbers now study modern foreign languages at Key Stage 4 but these students are not yet making the same accelerated rates of progress as in other subjects.
- Achievement in the sixth form is now outstanding on both A-level and BTEC courses because senior leaders have taken decisive action to address weaknesses.

### The quality of teaching

### is outstanding

- The quality of teaching is outstanding because teaching over time has resulted in students' outstanding achievement.
- Teachers have high expectations and students rise to the challenges they set. Inspectors observed examples of outstanding teaching across many subjects including English, art, history, geography and biology. Students are motivated and cooperative because they recognise that

their teachers are dedicated and want them to succeed.

- In almost all lessons, teachers plan a variety of imaginative and engaging activities which inspire students. Teachers use questioning well, particularly in mathematics, to probe students for more detailed answers and to check their comprehension. All students understand how well they are doing and know their target levels and grades because they receive excellent verbal and written feedback. Teachers have a very thorough awareness of examination requirements. Expert use is made of information and communication technology to enable students to carry out independent research and learn for themselves.
- Intervention work to support students who are having difficulties is of superb quality. Exemplar practice in the teaching of phonics (matching letters with the sounds they make) to a small group of students was observed by inspectors.
- In a tiny minority of less effective lessons, students have less confidence because they are not given enough opportunity to develop their creativity and work independently.
- Teaching in the sixth form is consistently good or outstanding across all subjects. Teachers use strategies effectively to promote independent and group learning. Detailed assessment and marking all contribute to the outstanding progress made by students in the sixth form.

### **The behaviour and safety of pupils** are good

- Students are very proud of their school and say, 'Teachers are great. They put themselves out for us'. Attendance is above average because students enjoy their learning and value what the school offers them.
- Attitudes to learning are exceptionally positive because students are keen to achieve the best results they possibly can. Students are articulate and willing to help each other; one inspector witnessed a good example of this in an outstanding design and technology lesson where some students offered helpful ideas and suggestions about how others could improve their work.
- Students conduct themselves sensibly between lessons. Low-level disruption in lessons is extremely rare, because staff manage behaviour consistently and fairly.
- Students appreciate the extra help they receive from staff. Care and support are good.
- Students are well aware of different types of bullying, including cyber-bullying. Staff deal successfully with rare instances of bullying which arise. Discrimination of any form is not tolerated because the school is committed to ensuring equal opportunities. Students agree with staff, parents and governors that arrangements to keep them safe at school are good.
- Sixth form students are good role models and share their knowledge and aspirations with younger students. They receive good careers advice and guidance and are very well prepared for the next stage of their education, training or employment.
- While there are examples of exemplary behaviour in every year group, behaviour is not outstanding because a small minority of younger students take longer than others to adapt to the school's expectations and code of conduct. These are often students whose circumstances make them more vulnerable and senior leaders are working hard to support these students and their families.

### **The leadership and management** are outstanding

- The headteacher provides outstanding leadership. Leaders at all levels have been inspired and empowered by her relentless energy and passionate belief that each student has the right to succeed. As a result, leaders have worked very well together to make sure that, in the vast majority of areas, the school's work is outstanding.
- Senior leaders have an accurate view of the school's strengths and their assessment of the school's success shows that they have high expectations, are not complacent and are determined to improve the school even further. Ambitious targets are set for each student.
- A highly qualified external consultant supports senior leaders and checks their judgements. Swift

action is taken to address areas which are not as good as the very best and school improvement plans focus on the right issues.

- Systems for monitoring and evaluating the quality of teaching are effective because senior and middle leaders use a wide range of information from lesson observations, work scrutiny and students' progress to gain a complete picture of each teacher's effectiveness. Performance management systems link to Teachers' Standards and are used to inform decisions around pay and to reward good performance. Senior leaders have not been afraid to take decisive action to ensure that all teaching is at least good and usually outstanding.
- Training is effective because staff have been able to improve their skills by sharing good practice and learning from each other in coaching trios.
- Outstanding use is made of data to track and monitor students' achievement and progress. Intervention to support students who have difficulties is highly effective because senior leaders never lose sight of each individual student's progress.
- The curriculum is outstanding because it is flexible and adapts to meet the needs and interests of every student. Arrangements to support students' literacy development across English and history and geography at Key Stage 3 are particularly effective. Good partnership working with other schools through the Sheffield West Learning Partnership enhances the breadth of the curriculum in the sixth form.
- Students' spiritual, moral, social and cultural development is strong because it is supported by high-quality teaching in history and geography, good assemblies and a wide range of after-school clubs and activities. The school has exciting plans to adjust the school day in order to enable even more students to participate in these activities.
- Good links have been maintained with the local authority in order to share the nationally recognised best practice in the integrated resource. The headteacher also currently performs the role of executive headteacher in a local maintained school.
- Safeguarding requirements are met. Staff are fully trained and knowledgeable about risk assessment and child protection issues.
- **The governance of the school:**
  - The governing body provides an outstanding level of challenge to the school, making expert use of an educational consultant to enhance their understanding of senior leaders' work. Governors have an excellent grasp of published school performance data and are committed to undergoing regular training to update their knowledge and skills in order to support the school's needs. Governors know where teaching is outstanding and where it could be improved even further. Governors are very aware of how pupil premium funding is spent and they understand that this group of students are achieving far better results than the same group nationally. The governing body is involved in performance management and is confident that the school intervenes to address any underperformance, so ensuring that teachers' pay rises are closely matched to students' good achievement. Governors have worked hard to gain the confidence and support of parents by establishing good links with community organisations. Governors have ensured that the school's finances are secure.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	138841
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	409883

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1248
<b>Of which, number on roll in sixth form</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Hewson
<b>Headteacher</b>	Lesley Bowes
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0114 2353855
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