

Canon Lee School

Rawcliffe Drive, Clifton Without, York, North Yorkshire, YO30 6ZS

Inspection dates 17–18 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Too many students entitled to the pupil premium and those who are disabled or have special educational needs are not progressing fast enough to close the gap with their peers.
- While levels of progress in English have improved to above the national average, those in mathematics have not.
- Not enough teaching is good or better. Too many teachers are planning the same work for all students in their class, leading to some finding the work too hard and others too easy. Marking is not always of good quality.
- Too many students do not show eagerness to learn in lessons and appear not to be interested in learning. This limits the progress that they make.
- Although new leadership roles and positions have been created in the school, many leaders have only recently taken up post. They have not had the chance to impact fully on the quality of teaching and the raising of standards.
- Governors do not clearly identify how they will measure what they expect from actions planned to improve the quality of teaching and to raise achievement in the school.

The school has the following strengths

- Actions taken to improve the quality of teaching in some areas have been successful.
- The proportion of students securing 5A*-C including English and mathematics is above the national average. Standards reached in geography are high.
- Students feel safe in school. They get on well together and their behaviour out of lessons when moving around the school is calm, orderly and welcoming.
- The headteacher has successfully shared her vision of improvement with governors and leaders in the school. They are all working to increase the pace of improvement in the school. There are clear signs of improvement taking place.

Information about this inspection

- Inspectors observed 33 part lessons involving 33 teachers. Three lessons were jointly observed with school leaders. One assembly and two registration periods were also observed.
- Inspectors spoke to two governors, a local authority representative, leaders across the school and students from every year group.
- Inspectors looked closely at a range of documents including information on teachers' performance and minutes of the governing body meetings. They also examined the school's self-evaluation, development plans, records of the observation of the quality of teaching and the progress of students.
- Inspectors considered the analysis of 81 parental responses in the online questionnaire (Parent View) and reviewed the surveys of parent views that the school carried out over the previous academic year.

Inspection team

Pankaj Gulab, Lead inspector	Additional Inspector
Sophie Gillies	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Brian Hill	Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-size secondary school.
- The proportion of students entitled to the pupil premium (additional funding to support students known to be eligible for free school meals, children who are looked after by the local authority and the children of families in the armed forces) is average.
- The percentage of students who speak English as an additional language is below the national average as is the proportion of students that come from minority ethnic families.
- The proportion of students supported through school action is above average. The proportions of those supported through school action plus with or a statement of special educational needs are below the national average.
- The school uses alternative provision at Danesgate and Askham Bryan College for the partial education of a small number of students.
- The school meets the government's current floor standards, which set the minimum expectations for students' progress and attainment.
- The headteacher took up post in September 2012 and the two deputy headteachers in September 2013.

What does the school need to do to improve further?

- Raise achievement, particularly in mathematics, and for students supported through the pupil premium and those with special educational needs, by making sure that the quality of teaching is consistently good or better by:
 - ensuring that teachers use the information they have on students to plan activities that develop students' eagerness to learn and make it possible for students of all abilities to make good progress
 - making sure that teachers in their marking regularly let students know how well they are doing, what they need to do to improve and then provide them with the opportunity to act on the advice
 - providing opportunities for students to engage in their learning by taking responsibility for their own learning.
- Improve leadership, management and governance by:
 - monitoring more closely the impact of actions taken to support the progress of students with special educational needs
 - making more effective use of the pupil premium so that the achievement of these students rises at a faster rate than their peers so that the gap in performance between the two groups is removed
 - ensuring that all plans clearly identify the expected impact of actions in a measurable way so that progress can be monitored regularly through the year.

Inspection judgements

The achievement of pupils

requires improvement

- Students enter the school with standards in English and mathematics that are slightly above the national average. In the 2013 examinations, students in Year 11 reached standards in English that were higher than the national average but those in mathematics were average. The proportion of students securing 5A*-C in English and mathematics rose to 66% which is higher than the 2012 national average. The percentage of students gaining an A*-C rose in most subjects and rose at A*-A in some, notably geography.
- Levels of progress made by students, given their starting points, are not yet good in spite of them improving for English in the 2013 results. In mathematics they have remained almost the same as those in 2012. The lower-ability students and those supported through the pupil premium make slower progress overall than the more-able students, particularly in mathematics. The more-able students have made stronger progress overall.
- While still around one-and-a-half grades behind their peers, the average point scores of students entitled to the pupil premium rose in 2013, thus reducing the achievement gap between the two groups. Their standards rose in English and remained the same in mathematics compared to 2012. The appointment of a pupil-premium champion late in the last academic year, who provides focussed support for these students, is beginning to have a positive impact on their progress.
- The progress of disabled students and those with special educational needs improved in English in 2013 but dropped in mathematics. The gap has narrowed in English but widened in mathematics. The proportion securing 5A*-C including English and mathematics rose. The overall trend of improvement indicates that school suitably promotes equality of opportunity.
- The school makes good use of early entry. It is used in a number of subjects to give some students the experience of examinations en route to the final examinations at the end of the year. This ensures that they all make or exceed expectations in their levels of progress.
- The few students who access education for part of their time through alternative provision are doing well. Careful monitoring and support ensures that they leave the school with skills that will help them with their next steps.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough progress and learning is taking place over time. The levels of challenge and lack of actions to meet the needs of students in many lessons is not helping them to progress well.
- Most of the teaching observed was good or better. According to the school's records this is showing an improvement from the beginning of the last academic year.
- In the best lessons, teachers plan engaging and challenging activities from the beginning. Their positive relationships with students allow them to drive forward the learning at a good pace. Regular use of appropriate praise encourages students to contribute, and skilful questioning deepens students' learning. Opportunities for students to check their own and others' learning opens a dialogue about the ways in which learning is taking place. This helps them to make good progress but is not yet consistently evident throughout the school.
- Much of this was observed in a Year 7 music lesson where the teacher's high expectations challenged students to listen, remember and then perform different layers of music within a short time span. The participative nature of the lesson developed the confidence of students to create their own music, leading to them making outstanding progress.
- In less-successful lessons teachers plan the same work for all students. The activities are not challenging enough for many students and too challenging for others. This leads to many of them adopting an uninterested attitude to their learning. Often, teachers do not check learning well enough, leading them to assume that students have understood the work when in fact they

have not. This limits the progress made.

- Where teaching is good, teaching assistants have a clear idea of the skills and understanding that individuals are expected to develop, and their questioning and challenge help this to happen. However, too often their support does not give students the space to work things out for themselves, thus restricting understanding and learning. Some literacy support through withdrawal is having a positive impact on the reading ability of targeted students in Years 7, 8 and 9. Withdrawal for subject support on a one-to-one basis does not always take into account students' starting points and leads to students doing work that is too easy.
- In the best examples, teachers' feedback and marking clearly identify what the students have done well and what they need to do to improve further. However, too often, this is not the case and there is little evidence that teachers give students the opportunity to respond to their comments.

The behaviour and safety of pupils

requires improvement

- Students and staff get on well together. Students are courteous and polite to adults and visitors. They engage positively in conversation and are honest in their opinions about the school.
- Their social conduct is good. Students move around the school in an orderly manner, gather in groups at break and lunchtimes and are respectful of each other's needs.
- In too many lessons behaviour, though calm and orderly, is too passive and students lack the urgency and eagerness to learn. Too often, students left to complete or continue work independently are casual about how much they will do in the lesson. They follow teachers' instructions but limit their work to the minimum acceptable.
- Students say that they feel safe, get on well with each other and there is hardly any bullying. They understand the dangers and different forms of bullying and are confident that, when necessary, the school deals with it effectively and it does not reoccur.
- Responses on Parent View are overall positive about the way in which the school deals with bullying and how students behave. The group of parents responding this academic year is more positive than the groups who did so last year. An overwhelming majority of parents are positive about all aspects of the school's work.
- Attendance is improving and is broadly average. While still too high, the numbers of students who are persistently absent are dropping. The school knows which groups of students are not attending well. Punctuality is reasonable, although a small number of students are slow in getting from one lesson to the next.
- The new headteacher's raised expectations led to a rise in fixed-term exclusions last year. Numbers dropped during the year, with more use of the school's seclusion room, and are dropping further as students adjust and comply with the much higher expectations. Parents and students welcome the improvements in behaviour.
- A new behaviour policy has been drafted and is about to be implemented to improve further the consistency with which staff deal with behaviour. This is an issue that older students raised with inspectors.

The leadership and management

requires improvement

- The headteacher has driven forward an improvement agenda from the moment she started at the school. She raised expectations and addressed weaker leadership and teaching as a priority. This resulted in a number of difficult adjustments across the school. The quality of teaching is improving and leadership roles are now clearly established.
- Many structures and processes are relatively new, as are several leadership post holders. The improvement agenda is being driven well with a clearer understanding at all levels but there has not yet been time for the changes to impact fully on the outcomes of the school.
- Targets set for students are challenging and a system to track their progress is being developed.

This is providing the school with a structured way to follow individuals' progress at five assessment points through the year. The information gathered for this tracking system is becoming more robust. It is currently more secure for students in Year 10 and 11 than for those in Years 7, 8 and 9.

- Robust performance management is used to improve all aspects of the school's work. As a means of addressing the poor attendance records of some students, a student attendance target has been set for every teacher, alongside one related to the standards and progress of the students they teach.
- The curriculum ensures that students with low literacy levels receive dedicated support, which is helping to improve their skills in order for them to access the full curriculum. There is a wide range of extra-curricular activities which include trips to local places of worship. These, alongside the curriculum content of various subjects, are making a positive contribution to promoting students' spiritual, moral, social and cultural development. Students' physical well-being is promoted well through personal and social education lessons and a number of other curriculum areas such as physical education, drama, science and food technology.
- The school has an accurate picture of its strengths and weaknesses but this has not yet been translated into a focussed development plan. Outcomes of actions are not always clearly identified into measures that can check progress through the year.
- The local authority provides good support for the school leadership, including various subject departments, in making improvements in teaching and learning. It is confident that leadership is capable of continuing to make improvements.
- **The governance of the school:**
 - Governors have a clear picture of the strengths and weaknesses of the school. They know what actions are being taken to address weaknesses. They are eagerly awaiting information on the impact of the recently appointed pupil-premium champion to address the weakness in the progress of these students. As they have not identified measureable targets related to the impact of actions being taken, they are not in a position to evaluate the quality of the progress being made. Governors take a keen interest in the quality of teaching and have been involved in a review of the performance-management policy which now clearly links salary to performance. They are knowledgeable, have undertaken training to keep abreast of changes, and support and challenge the school reasonably. Governors play an appropriate role in safeguarding to make sure the school is a safe place for students, staff and visitors.

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

Unique reference number	121662
Local authority	York
Inspection number	425881

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	655
Appropriate authority	The governing body
Chair	Patricia Miller
Headteacher	Christine Holbrey
Date of previous school inspection	1 February 2012
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