

Salendine Nook High School Academy

New Hey Road, Huddersfield, West Yorkshire, HD3 4GN

Inspection dates 13–14 November 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Achievement requires improvement as students do not make as much progress as they could in all subjects. Some do not reach the highest standards of which they are capable.
- The quality of teaching requires improvement because not enough is good to ensure that all groups of students make consistently good progress across the range of subjects.
- Both teachers' marking and their expectations of students in responding to feedback vary too widely between and within departments.
- Leadership and management require improvement because systems for improving teaching and students' progress are not rigorous enough or consistently applied.
- Governors do not evaluate the impact of the academy's work on improving students' achievement rigorously enough to enable them to offer sharply focused challenge.

The school has the following strengths

- Since opening the academy has raised overall standards, particularly in mathematics.
- Senior leaders' evaluation of the academy's work accurately identifies the key priorities for future improvement.
- Almost all students, when they leave the academy, go on to further education, training or employment.
- Behaviour is good. Students say they feel safe and they generally have positive attitudes to learning.
- Students enjoy coming to school and overall attendance is above average.

Information about this inspection

- Inspectors observed 43 lessons or parts of lessons of which two were undertaken jointly with a senior leader.
- During lesson observations inspectors reviewed work in students’ books and they also observed students behaviour between lessons inside and outside the school building.
- There were nine other classroom visits looking at marking and feedback. One of these visits was undertaken with the headteacher.
- Meetings were held with the headteacher, members of the senior leadership team, groups of staff, students and four members of the governing body.
- Inspectors took account of the responses to 102 staff questionnaires. They considered 45 responses to the online questionnaire for parents (Parent View).
- Inspectors attended an assembly and a registration period.
- The inspection team examined a number of documents, including the school’s data on students’ current progress, behaviour and safeguarding, the school’s own evaluation of its performance, the school improvement plan, subject improvement plans and minutes from governors’ meetings.

Inspection team

Phil Smith, Lead inspector	Her Majesty’s Inspector
Elizabeth Haddock	Additional Inspector
Wendy Ripley	Her Majesty’s Inspector
Stephen Wall	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector

Full report

Information about this school

- Salendine Nook High School Academy is a larger than the average-sized secondary school. The school converted to an academy in 2012. This is the academy's first section 5 inspection.
- The proportion of students known to be eligible for the pupil premium is below the national average. (The pupil premium is additional funding for students known to be eligible for free school meals, those whose parents are in the armed services and those in local authority care.)
- The proportion of students from minority ethnic backgrounds is higher than the national average.
- The proportion of students who speak English as an additional language is broadly average.
- The proportion of disabled students and those who have special educational needs supported through school action is higher than the national average. The proportion of these supported through school action plus or with a statement of special educational needs is lower than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school uses Kirklees College to provide alternative off-site provision for some students.

What does the school need to do to improve further?

- Improve the proportion of good or better teaching, particularly in science, by making sure all teachers:
 - use assessment information well to plan work that appropriately matches the abilities of all students
 - maintain an appropriate pace throughout the entire lesson to ensure all students make at least good progress
 - provide students with consistently detailed feedback and more time to reflect, assess and improve the quality of their work
 - ensure the learning environment engages and inspires students to achieve their very best.
- Improve the effectiveness of leaders and managers in improving teaching and learning by:
 - ensuring that systems for monitoring and evaluating students' progress across the academy are rigorous, fully embedded and consistently applied
 - making sure that all senior and middle leaders consistently challenge underperformance
 - continue to further narrow the gaps in achievement between different groups of students including those pupils eligible for pupil premium.
- Improve the effectiveness of governance by:
 - developing governors ability to evaluate and challenge the academy on the impact various strategies are having on improving achievement
 - arranging an external review of governance in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The majority of students enrolled at the academy attained above age-related expectations at the end of Key Stage 2. They do not always make as much progress as they should, particularly in science. This is because not enough teaching is good or better.
- Results in 2013 indicate that an above average proportion of students gained five A* to C grades, including English and mathematics, a rise compared to 2012. However, this masks some variability in the performance of different subjects and groups of students including those pupils eligible for pupil premium funding.
- While some wide gaps in achievement have narrowed since the academy opened, they have not narrowed fast enough. There are still wider than average gaps in achievement for those students eligible for pupil premium funding compared to their peers. The proportion of students achieving the higher A*/A grades in mathematics is above average but in English is broadly average.
- Although achievement in science is improving, it is not fast enough. The proportion of students achieving A* to C in science is not high enough given students starting points and the highest grades in individual science subjects are also below the national average.
- In lessons students' progress is variable. In some lessons progress requires improvement while in others it is good or even outstanding.
- Disabled students and those with special educational needs are not always making the progress that might be expected. Their progress is variable in English and science with only some of these students doing better than might be expected. Leaders accept there is a need for further improvement and are working with teachers to meet the needs of all students.
- There is early entry in mathematics for some students. This does not stop them from re-sitting the examination again in order to achieve their target grade or have the potential to exceed it.
- Year 7 catch-up funding has been largely invested in resources to support students to improve their literacy and mathematical skills. School data shows that there are students who have not made the progress that they should have during this time.
- The achievement of students from minority ethnic backgrounds improved and is broadly in line with national averages.

The quality of teaching

requires improvement

- Teaching is not consistently good enough to sustain good achievement across a wide range of subjects. Teaching is not yet good because some teaching still requires improvement and a small proportion is inadequate.
- When teaching is good students make good progress. In the best lessons there are high expectations and quality relationships between students and adults. In these lessons teachers demonstrate secure subject knowledge, good questioning skills and sustain students' interest throughout the entire lesson. For example, in a Year 7 geography lesson looking at latitude and longitude, students supported each other well. This was because the teacher used some students as 'expert' helpers to support the learning of others. These 'Geography Wizards' helped fellow students make good progress.
- In the less effective lessons teachers do not fine-tune plans so that work set is at the right level for all students. As one student told inspectors, 'Lessons sometimes go at the pace of the weaker students.' This leads to the pace of learning slowing and some students losing interest. There are other times when the teacher talks for too long and this provides students with too few opportunities to participate.
- Teachers usually mark work regularly. Marking and feedback is particularly strong in English but

weaker in science. In the best examples of feedback, comments in students' books are evaluative as well as informative. They give useful direction as to how students might improve their work. At other times marking does not always expect students to act upon the comments given by the teacher.

- The quality of classroom displays does not always enthuse or engage students. There is a lack of show casing of students work to exemplify high standards that other students could and should aspire to. Insufficient use is made of display work to develop students' literacy and numeracy skills.

The behaviour and safety of pupils are good

- Students usually behave well and attitudes to learning are generally positive. The very best attitudes to learning were observed where teaching was the most effective. Even when teaching is uninspiring, students are usually accepting and cooperative.
- Around school students are typically polite, courteous and welcoming. Students are respectful to each other, the adults working with them and to visitors. In lessons there are few incidents of low-level disruption and teachers generally control behaviour well and confidently.
- Students with disabilities are treated with respect and are integrated well into academy life.
- Students feel safe. Instances of bullying, including homophobic bullying, are rare and when cases arise students say they are dealt with swiftly and effectively.
- Exclusions have fallen significantly because of the improvements to behaviour management systems in the academy. However, exclusion rates for those eligible for free school meals are still too high and further action is needed to reduce these figures.
- Case studies indicate a good level of support and guidance for vulnerable students but the support for pupil premium students does not have a sharp enough focus or analysis on the impact this is having on their achievement.
- Attendance is above average because of good procedures to promote its importance and to check on absence. Punctuality to school and lessons is generally good but punctuality to some registration groups could be better and late arrivals need to be consistently challenged by form tutors.
- Students say that they are very aware of potential risks including the potential dangers of e safety. There is no evidence of extremism and race relations are positively promoted.
- Systems to ensure consistent management of behaviour are generally effective although some staff questionnaires and student interviews indicated that there are some instances of inconsistent use of the behaviour policy.

The leadership and management requires improvement

- The headteacher is ambitious and has high expectations of both staff and students. She is providing clear drive and focus to address identified priorities. The majority of responses to the staff questionnaire indicate that staff are fully supportive of the headteacher's leadership.
- Leaders are aware of the strengths of the academy and areas that need further improvement, but their evaluation of the school's performance is over generous.
- There is more work to be done by leaders to ensure that they know how and when their actions will improve students' outcomes. There are inconsistencies in the way middle leaders plan for and evaluate improvements to be made in their own departments. For example, curriculum reviews are a potentially helpful way of supporting middle leaders to evaluate the effectiveness of their own departments, but some reviews are over generous in their judgements of teaching and do not make a strong enough link between teaching over time and outcomes for students.
- The academy is keen to develop and share existing good practice. Some staff act as coaches to

others in order to improve their practice although it is too early to assess the full impact of this work.

- The broad curriculum is mainly academic. Some alternative provision including the 'Step Up' programme enables some students to study accredited courses alongside their GCSE options. A small number of students attend Kirklees College to enable them to be successful. The academy takes all reasonable steps to ensure that these students behave well and are safe. As a result virtually all students go on to further education, training or employment.
- Established, clearly understood, performance-management systems are in place. Teacher performance is linked to pay rises when these are justified. Systems contribute to relevant professional development and link targets to the national Teachers' Standards. Some middle leaders have not been rigorous enough in challenging teachers who have not met some of their targets especially those linked to students' achievement.
- Students' spiritual, moral, social and cultural education is generally well supported. There are many enrichment activities including a Year 9 enrichment course, community engagement, including visits from guest speakers, school trips, for example, to New York and France and drama performances in local primary schools.
- The school works in partnership with the Pennine Alliance and a number of local secondary schools to develop teaching and learning within the academy.
- **The governance of the school:**
 - Members of the governing body demonstrate their commitment to supporting the academy through their links to departments and their discussions with middle leaders. However, these visits to the academy do not always focus sharply enough on the achievement of students and the impact of the academy's work on improving progress and narrowing gaps in attainment between different groups of students.
 - The governors are financially prudent and ensure that funding such as the pupil premium is spent appropriately. Governors do not fully evaluate the impact of this funding on outcomes for eligible pupils and cannot, therefore, be fully confident that it is having the desired effect.
 - The governors do discuss the academy's performance, including payment in relation to the quality of teaching.
 - Governors are not as involved in the evaluation of the academy as they could be, so are not in a position to always challenge underperformance.
 - All statutory duties, including safeguarding are met fully.

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	137869
Local authority	Kirklees
Inspection number	427335

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,324
Appropriate authority	The governing body
Chair	J Clarke
Headteacher	C Spencer
Date of previous school inspection	5 May 2011
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