

# Glossopdale Community College

Talbot Road, Glossop, SK13 7DR

**Inspection dates** 26–27 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

## Summary of key findings for parents and pupils

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

- Although achievement is improving, progress in English and for some groups of students requires improvement. In particular, disabled students, those who have special educational needs, disadvantaged and less-able students do not yet make rapid progress.
- The quality of teaching varies across the school. There is not enough consistently good and outstanding teaching to promote good progress for all students.
- In some subjects, teachers' marking does not always give students enough guidance about how to improve their work.
- Information about students' performance is not always used effectively by teachers to plan lessons matched to their individual needs. This slows the progress of some students, including the more able.
- Behaviour requires improvement in some lessons. This is more common when the lessons do not fully engage the students or when teachers do not insist on quiet when they are talking.
- The leadership and management of the sixth form are not as strong as other areas and require improvement.

### The school has the following strengths

- The leadership of the Principal, senior leaders, the governors and the majority of staff with responsibilities in the college is determined, effective and ambitious. This has led to considerable improvements and the raising of expectations and standards across the school.
- Achievement in a number of areas, including mathematics, has improved.
- The 16-19 Study Programme has been introduced effectively.
- Leaders have taken concerted action to ensure that the quality of teaching has improved. This is the result of school wide training and the sharing of best practice.
- Students' feel safe, bullying is rare and spiritual, moral, social and cultural development is a strength. This is evident in their lively and creative work displayed around the school and the high quality productions they are involved in.

## Information about this inspection

- Inspectors observed 46 parts of lessons, three of which were seen together with senior leaders from the college.
- They observed activities taking place during registration and tutorial time, including targeted intervention sessions for Year 11 students and Year 7 catch-up, and attended two assemblies.
- Inspectors spoke to students in meetings and during lessons, breaks and at lunchtime.
- Meetings were held with the Principal, senior leaders and other staff. Five governors, including the Chair of the Governing Body, met with the lead inspector and a discussion took place with a representative of the local authority.
- Inspectors observed the work of the school and looked at a wide range of documentation including information about students' progress and attainment, the school's development plan and its self-evaluation. They also looked at students' work, records of governing body meetings, school policy documents and records which covered behaviour, attendance and the safeguarding of students.
- During the inspection, correspondence from two parents and 49 responses to Parent View, the online questionnaire, were taken into account. Inspectors also reviewed the outcomes of parental surveys conducted by the school and considered 25 responses to the staff questionnaire.

## Inspection team

Simon Mosley, Lead inspector	Additional Inspector
Christopher Teal	Additional Inspector
Colin Lower	Additional Inspector
Glen Goddard	Additional Inspector
Lisa Fraser	Additional Inspector

## Full report

### Information about this school

- Glossopdale Community College is a larger than average-sized secondary school. It is a specialist performing arts college.
- It is situated on three sites. The sixth form centre is a short walk away from the main site and Years 7 and 8 are taught at the Hadfield Campus, approximately two miles away.
- Most students are of White British heritage and speak English as their first language.
- The proportion of students known to be eligible for the pupil premium is broadly average. This is additional government funding for particular groups of students, including those in the care of the local authority and those known to be eligible for free school meals.
- The proportion of disabled students and those who have special educational needs supported through school action, school action plus or with a statement of special educational needs is below average.
- A small number of Key Stage 4 students attend vocational provision at Buxton, Tameside and Oldham colleges.
- The school meets the government's current floor standards, which set minimum expectations for students' attainment and progress.

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

- Secure consistently good or better teaching to raise achievement, particularly in English, by:
  - ensuring that teachers use the information collected on individual students' achievement to plan lessons at the right level of difficulty so that tasks match the needs and abilities of the full range of students, including the more able
  - planning lessons that fully meet the needs of disabled students, those who have special educational needs, disadvantaged and less-able students
  - ensuring that written feedback gives students clear guidance on how to improve their work and all teachers provide opportunities for students to act upon the advice given
  - extending opportunities for teachers to learn from the very best practice and use the features that result in excellent progress for all the students.
- Improve the behaviour of some students by:
  - insisting on all students paying attention to the learning that is taking place in every lesson
  - planning activities that interest and engage all students.
- Improve leadership and management further by ensuring that monitoring activities lead to the identified areas for development being improved in the sixth form.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement because progress in some subjects, particularly English, and that of some students is not good. Disadvantaged students, disabled students and those who have special educational needs and less-able students make less progress than their classmates.
- Achievement at Key Stage 4 is improving but progress in English is not yet good enough. When students join the school, standards in English and mathematics are broadly similar to those in other schools. Standards at the end of Key Stage 4 are now broadly average and attainment and progress in mathematics are higher than in English. The proportion of students making the progress that is expected of them and the proportion making rapid progress in English are below the national average.
- Achievement in mathematics has improved considerably. Attainment is now in line with national averages and the school's information about the students currently at the school indicates that standards should continue to improve. These improvements are due to strong action to improve the leadership and quality of teaching in mathematics.
- The proportion of students who achieve five A\* to C grades including English and mathematics is broadly in line with the national average. As a broad curriculum has provided a range of opportunities for students to follow appropriate courses, the proportion of students who achieve well in GCSE subjects or equivalent qualifications is high.
- The achievement of more-able students has improved but it is not yet consistent. GCSE results for 2013 indicate that the most-able students achieved well in art, French, German, history, physics and physical education. In addition to these subjects, biology, chemistry, English literature mathematics and sociology also maintained above average standards or improved. English, catering, resistant materials, religious studies and core science performed less well. The school leaders have accurately identified areas of underachievement and have taken action to remedy this situation.
- Students known to be eligible for the pupil premium do not make as much progress in English and mathematics as other students though their progress is improving. In 2012, the gap in attainment between these students and others was over one and half GCSE grades in both mathematics and English. In last summer's examinations, the gaps in attainment between Year 11 students who had benefited from the pupil premium and other students narrowed. In addition to this, the school's internal information indicates that actions taken by leaders at the school have closed the gap further in year groups currently at the school.
- As a result of targeted intervention, there has been an improvement in the attainment and progress of students who have special educational needs and those who enter the school with low attainment. However, the achievement of these groups of students still requires improvement.
- The progress of the small number of students who attend alternative off-site provision is monitored closely. Their achievement in 2013 was broadly in line with expectations.
- The Year 7 catch-up programme is helping students to make good progress in reading, spelling and, for some, mathematics.
- A2 results are now broadly in line with national averages but achievement in the sixth form requires improvement because AS results are declining and these outcomes, along with retention rates, are below national averages.

- Students in the sixth form have the opportunity to develop their personal, social and employability skills in many lessons and through enrichment activities, music, art, drama and dance. Students who have not yet secured a good pass in English or mathematics can study those subjects in additional lessons.

### **The quality of teaching** requires improvement

- The quality of teaching requires improvement as it has not been consistently good enough over time across all subjects, including English and mathematics, to lead to good achievement.
- Not all teachers use the information available in the school to plan to meet the needs of all students. As a result of this, less-able students, disabled students and those who have special educational needs, and those for whom the pupil premium provides support, have not made good progress over time. In addition, in the lessons observed during the inspection, the more able were not always challenged and stretched in order to allow them to make rapid progress.
- Students have individual targets in each subject. However, teachers do not always use the information that they have about students' learning to make sure that they have detailed advice about how to reach their targets.
- The quality of marking is variable. Inspectors saw some high quality written feedback and tracking sheets that allowed students to understand what they were aiming for and what they needed to do to improve. In some lessons, high quality marking and peer assessment are used to allow students to make good progress. However, students are not routinely given the opportunity to respond to teachers' comments in all lessons and some marking is not specific enough to allow students to understand exactly what they need to do in order to improve.
- In the less successful lessons, teachers provided uninspiring learning tasks or did not allow students to think for themselves. This sometimes led to behaviour that was less than good and always limited progress.
- As a result of a thorough teacher training programme, sharing the best practice and targeting support to meet the needs of individual teachers, teaching is improving and the majority of teaching observed during the inspection was good or outstanding.
- In the best lessons, teachers have high expectations of all students, plan challenging and stimulating activities, use probing questions and build upon prior knowledge and understanding. They allow students to take responsibility for their own learning but offer appropriate support if required. This leads to good, and sometimes outstanding, progress and behaviour.
- Literacy skills are developed across subjects and key words are displayed throughout the school. Inspectors saw good quality writing in lessons and in students' books and there was evidence of literacy targets being used in all subject areas. Marking to improve spelling, punctuation and grammar was also evident across subjects. This is having a significant impact upon the progress in English of students currently at the school.
- Reading is actively encouraged across the school. Displays in subject areas emphasise the significance of reading and an outstanding assembly stressed its benefits, including enjoyment. As a result of this, students read more widely and often than they did previously and the amount of books borrowed from the school has increased significantly.

- Spiritual, moral, social and cultural development was evident in most lessons and in some, such as art, history, English and dance, it was a real strength.
- Although an increasing proportion of lessons are now good, teaching in the sixth form requires improvement. In the best lessons, learning is contextualised and provides opportunities for the practical application of personal, social and employability skills. However, this is not always the case and in some lessons students are unclear about how to improve their work.

### **The behaviour and safety of pupils** requires improvement

- Students' attitudes to learning are variable. At times, they are compliant rather than engaged and in some lessons they limit the learning of themselves and others by talking at times when they should be listening.
- When lessons inspire and interest the students in the main school, their behaviour is usually good. Behaviour in all the lessons observed in the sixth form was always at least good and there is evidence of a developing culture of independent learning at post-16. This can be seen clearly in their engagement with enrichment activities that have been designed to develop the students' personal, social and employability skills.
- Through the school's appropriate and targeted action, attendance has improved and is now broadly in line with the national average. School leaders are aware of the groups and families that they still need to work with to continue to improve attendance and have also taken action that has improved punctuality.
- The number of exclusions and incidents in school has reduced over time. However, there are small groups of students, including some who have emotional, social and behavioural difficulties, whose behaviour the school still needs to help to improve.
- Students feel safe at school. A very large majority of parents who responded to Parent View agreed that their children are safe, happy and well looked after at school.
- Students are well informed about different forms of bullying and have a good awareness of issues concerning cyber-bullying and social networking. They are confident that any instances of bullying are dealt with quickly and effectively and know that racist or homophobic language will not be tolerated. Students and parents both commented that bullying is rare.
- Most students enjoy positive relationships with staff and each other; they value the rewards system and the vast majority behave well at lunchtime and at break time. They are generally polite and considerate of others and, on several occasions, inspectors saw students applaud others when they made contributions to lessons and assemblies.

### **The leadership and management** are good

- The Principal leads the college well and, as a result of robust and accurate self-evaluation and a clear focus on addressing the school's priorities, the college is improving rapidly. Within a culture of continuous improvement, leadership at all levels is being further developed in order to continue to raise standards.
- The Principal, the senior leadership team and other leaders, supported by the governors and the local authority, are taking decisive action that is improving the quality of teaching and raising achievement. This includes setting challenging targets, monitoring progress towards these

targets and linking these to the management of teachers' performance.

- Regular checks on the quality of teaching mean that senior leaders know where there are strengths and weaknesses. Specific training is offered to staff and, when necessary, leaders have provided additional support and challenge to individual teachers to make sure that their teaching improves. A number of teachers have worked together to share and observe best practice but all staff are not yet fully involved in this process.
- Staff with specific responsibilities for mathematics, art and literacy are leading improvements in these areas, and some other teachers in charge of particular areas are taking on extra responsibility in order to help the school improve further. Leaders with responsibilities for areas of the school's work are now inspiring significant improvements. Where this is not the case, for example, in the sixth form, the senior team and governors have plans in place to rectify this situation.
- The school has used Year 7 catch-up funding to quicken the progress of eligible students and the pupil premium has been used to begin to improve outcomes for this group of students. The school's internal data indicates the positive impact that this additional funding is having on students currently in the school.
- The curriculum meets the needs of all students and supports the strong development of spiritual, moral, social and cultural awareness that takes place in lessons. Students have many opportunities to take part in sporting, artistic, academic and technological activities such as the many sports teams, the subject-related clubs and award winning productions.
- This is an inclusive school, equal opportunities are promoted effectively, as can be seen by the students of different needs, backgrounds and interests who took part in the school production, and discrimination of any kind is not tolerated.
- The leadership and management of the sixth form requires improvement as there is too much variation between subjects and teaching has not been consistently good. However, the 16-19 Study Programme has been introduced effectively as it allows students of different abilities to follow a range of appropriate courses, including GCSE English and mathematics, if required. The curriculum has been designed to provide programmes of study that build upon sound guidance and offer opportunities for all students to progress onto further or higher education, training or employment as appropriate.
- The school works well with parents, indicated by the responses to the school's questionnaire and the fact that a large majority of parents, according to Parent View, would recommend the school to others. In addition to this, the pastoral team are most effective at working with parents and, as a result of their input, there have been significant improvements in attendance and punctuality.
- The school's safeguarding arrangements meet requirements. Staff and governors have received the appropriate training and, as the school works closely with other agencies, students who are at most potential risk are very well protected.
- The local authority has provided effective support and reviews the school annually. Officers accurately highlight key areas for improvement and have provided strategies and support to address them.
- **The governance of the school:**
  - The chair of governors leads the governing body effectively. Governors have a range of skills

and experience that they have used in order to help to improve the school. Since the previous inspection, they have regularly reviewed their own practice, closely checked the work of the school and held all leaders to account.

- As governors attend regular meetings, frequently visit the school and link with particular areas, they have a thorough understanding of the quality of teaching in the school. They understand how the performance of teachers is managed, know how the best teachers are rewarded and they have been involved in the process of tackling underperformance.
- Governors understand how the school's results compare with similar schools and all schools nationally. They are clear about the strengths and weaknesses and they support and challenge the Principal and other staff in order to address the weaker areas.
- They ensure that the school's finances are properly managed and they are aware of the impact of the pupil premium and Year 7 catch-up funding.



## 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>	112957
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	425050

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<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>	1280
<b>Of which, number on roll in sixth form</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Soboljew
<b>Headteacher</b>	Stephen Playford
<b>Date of previous school inspection</b>	11 January 2012
<b>Telephone number</b>	01457 862336
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