

# The Peele Community College

84 Little London, Long Sutton, Spalding, PE12 9LF

**Inspection dates** 30–31 October 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		Good	2
Leadership and management		Require improvement	3

## Summary of key findings for parents and pupils

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

- Despite considerable improvements under the new headteacher, students' attainment is lower than it should be in some subjects because of poor teaching in the past.
- The proportions of students who make good progress in English from their starting points in Year 7 dropped in 2013, particularly among the most and least able.
- Students' literacy skills are not good enough to support their learning effectively across all subjects.
- Although teaching is improving, not enough teachers plan activities that precisely match the needs of individual students and this slows their progress.
- The quality of teachers' marking and the guidance they give to students varies too much and some is not good enough.
- Leaders in science and English are not yet skilled enough in monitoring and improving the quality of teaching, to pinpoint weaknesses and raise achievement.

### The school has the following strengths

- Senior leaders are aware of the weaker areas such as science, and use effective procedures for checking teaching and leadership and acting on the results to secure improvements.
- Good teaching and leadership in mathematics mean that standards are rising quickly.
- Standards in design technology and art have improved strongly this year and achievement in work-related subjects is consistently high.
- Behaviour has improved significantly over recent years. It is now consistently good and relationships are strong. Students feel very safe, are articulate and polite, and move around the site calmly.
- Extra funding is used very effectively to ensure that the most vulnerable progress at least as well as other groups.
- The governing body supports the college well but also challenges leaders to improve it.

## Information about this inspection

- Inspectors observed teaching and learning in 32 lessons, six of which were seen together with senior leaders. In addition, they made a number of shorter visits to lessons and tutorial sessions.
- Inspectors held meetings with the members of the governing body, the headteacher, other leaders and managers, and groups of staff.
- Inspectors held meetings with three groups of students representing all age groups and backgrounds. Informal discussions also took place with students.
- The inspection team observed the college’s work and reviewed a range of documents, including: the college’s own evaluation of how well it is doing; its improvement plan; and statistical information about students’ achievement, attendance and exclusions.
- Inspectors considered the 28 responses to the online Parent View survey and the 33 responses to the staff questionnaire. Additional comments received from parents during the inspection were also considered.
- As part of Ofsted’s quality assurance processes, one of Her Majesty’s Inspectors made an additional visit to the school on 26 November 2013, during which additional evidence was gathered.

## Inspection team

Rob Ridout, Lead inspector	Additional Inspector
Ahmed Marikar	Additional Inspector
Helen Booth	Additional Inspector
Susan Tabberer	Additional Inspector
John Peckham	Her Majesty’s Inspector

## Full report

### Information about this school

- The college is smaller than the average-sized secondary school.
- It is a non-selective school in an area where around 30% of students attend grammar schools.
- The proportion of students supported by the pupil premium is average. This is the additional government funding to support particular groups of students, such as those known to be eligible for free school meals and those looked after by the local authority.
- Most students are from White British backgrounds. The proportion of students from minority ethnic backgrounds is well below the national average.
- The proportion of students who speak English as an additional language is well below the national average.
- The proportion of disabled students and those who have special educational needs supported through school action plus or a statement of special educational needs is broadly average. However, the proportion supported through school action is well above average.
- The college does not use any additional off-site services to support students' learning.
- The college meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The current headteacher was appointed in January 2013.

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

- Improve the quality of teaching by:
  - using the detailed information on what students already know and can do to set demanding work for all groups, and so raise expectations of what all students are capable of achieving
  - planning and teaching different tasks that closely match the needs and abilities of all students, especially to challenge the more able and those capable of independent work
  - telling students exactly how to improve their work when marking it, and subsequently ensuring that students are responding to the comments.
- Improve the literacy skills of students by:
  - giving students regular, supported and stimulating opportunities to practise and extend their writing skills in all subjects.
- Raise achievement, especially in science and English by ensuring that leaders at all levels have a good understanding of the quality of teaching and learning in the areas for which they are responsible and have the skills needed to drive forward rapid improvement in teaching and learning.

## Inspection judgements

### The achievement of pupils requires improvement

- Students join the college in Year 7 with average levels of attainment in reading, writing and mathematics that are significantly below those found nationally. The proportion of students at the end of Year 11 achieving five or more GCSEs grades A\* to C, including English and mathematics, was significantly below the national average in 2012 and did not improve in 2013.
- Students' achievement in science and modern foreign languages has been low for the last three years. The college recognises this and has worked hard to address the issues that have led to this situation. There is evidence that decisive action taken by the headteacher to improve teaching in science is having an impact. The progress that students currently in Years 7 to 11 are making is much better than in previous years. The college is forecasting a significant improvement in GCSE results for 2014.
- Achievement in English at the end of Year 11 requires improvement. Results in Year 11 fell in 2013. This because of some staffing difficulties and poor leadership of the department at that time. New leadership has led to numerous changes and the college's records show that achievement in English is stronger for students in Year 11 this year.
- In mathematics, achievement has been consistently improving. Students are now securely making the progress expected of them. The 2013 examination results and college data suggest that an increasing number of students are making good progress.
- Students studying work-related courses achieve well. Progress in most other subjects, including art, design and technology, is improving.
- The progress made by disabled students and those who have special educational needs was good in 2012 and results in 2013 show that this is continuing. This is because of the support and guidance they receive. The effective deployment and work done by teaching assistants help targeted students to achieve well.
- Results in Year 11 in 2012 indicated that the gap in attainment between students supported by the pupil premium and other students had narrowed to one quarter of a GCSE grade in mathematics and one third of a GCSE grade in English. The college's own records and inspection evidence show that the gap closed further in 2013 because of the well-chosen support provided for these students. From their different starting points in year 7, students eligible for the pupil premium made progress that was in line with those not eligible; this is much better than in most schools nationally.
- Year 7 'catch-up' funding has been used to promote better reading. This is reflected in some significant improvements secured by some of the more vulnerable students. The college is planning to continue with this work this year and extend it to develop students' writing skills.
- Leaders and managers now track the progress made by different groups to better promote achievement and equality for all. However, some of this work is at an early stage of development and not yet consistently effective, especially in English, science and modern foreign languages. The college forecasts that the proportion of Year 11 students achieving five good GCSEs including English and mathematics will improve and will be closer to the national averages in 2014, but inequalities in achievement still exist between subjects.

**The quality of teaching requires improvement**

- Although there is a growing core of good and better teaching and much has been done to eradicate inadequate teaching, nearly forty per cent of the teaching observed by inspectors required improvement. No inadequate teaching was seen.
- Where teaching requires improvement, teachers do not always use the information about students' abilities to guide them in the planning of lessons. As a result, some students are not challenged enough and others find it difficult because the levels of challenge are too high.
- Not enough teaching is yet good or outstanding. Not all teachers are aware of what the students already know and can do, so lessons do not give them enough chances to acquire new knowledge at the right level and apply it in meaningful ways. Students say they make least progress when simply copying from books or working from worksheets. They make better progress when activities provide greater challenge or teachers' questions test their knowledge more fully.
- Not all teachers routinely provide students with good opportunities to learn through written feedback on the quality of their work.
- Students say they enjoy and learn best when given the chance to work with each other, test their ideas and apply them in a practical or new situation. A small number of students say they would like to spend more time in lessons exploring their learning independently.
- The teaching of literacy across the curriculum is underdeveloped. Although the college has focused its efforts on reading and can point to examples of targeted work where students have really improved their reading skills, students' writing skills remain weak.
- Improved leadership and management of teaching and regular staff training are eradicating inadequate teaching and highlighting where the best practice lies. The impact of senior leaders' work is reflected in the good teaching seen during the inspection and the much better results achieved in the majority of subjects this year. Senior leaders know their college and acknowledge that further improvements are needed, especially in science and modern foreign languages.
- Where good teaching was observed by inspectors, teachers and teaching assistants ensured all students were actively engaged, which prompted exemplary behaviour and was reflected in the enthusiasm shown by students for their learning. Relationships were extremely positive. These lessons were also characterised by the teacher's excellent subject knowledge, clear understanding of students' abilities and confidence to adapt learning activities as necessary. In weaker lessons, teachers do not always check closely enough on how well learning activities are working.

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

- Behaviour was satisfactory at the time of the previous inspection but has improved significantly again under the new headteacher and is now good. Students mix well with each other and almost all students are polite, calm and considerate towards each other. They move purposefully between lessons and are generally punctual to lessons despite the size of the site. Students are confident when talking with all adults, showing courtesy and respect. The inspection team was made most welcome by all they encountered.

- Students' positive attitudes to learning help to ensure that lessons can progress at a good pace.
- All students say that behaviour is good. Older students say that teachers stick to the rules and enforce them robustly. They are aware of the different types of bullying and know how to respond to them. Any reported incidents that take place in or beyond college are handled very effectively. The college deals very well with any incidents of bullying.
- Students say they feel very safe at the college. They are taught how to be safe through well-planned pastoral programmes. Students speak with great pride about their college and believe it is a good place in which to learn.
- The college's records show that levels of exclusions rose to a peak in 2012/13, but this was because of the higher expectations brought by the present headteacher. Whilst exclusion rates remain above the national averages, they are now falling rapidly because of the better behaviour that has been promoted and has resulted from the improved systems and support provided.
- The vast majority of parents agree that behaviour is good. Even in the lessons where teaching requires improvement, behaviour remains good. This is because teachers are clear about the systems to manage behaviour and students have a good understanding of the right ways to behave and show respect for other learners. The relationships students have with each other and their teachers are a real strength of the college.
- The vast majority of staff who completed the inspection questionnaire also agreed that the behaviour of students is good or better.
- Attendance had been below the national average for several years. It has been rising more recently and was close to the average in 2012. In the last year, college leaders put in robust and effective measures to raise attendance further, and it is now above average.

### **The leadership and management** require improvement

- There are strengths in the wider leadership and management of teaching, but some leaders in charge of subjects have an overgenerous view of teaching. Teachers work collaboratively to coach each other and run breakfast sessions to share best practices. Standards are improving in mathematics, art and technology but some teaching still requires improvement in key subject areas.
- The new headteacher has brought a clear direction and set of priorities to the college. His energy and optimism are infectious, and he promotes a shared ambition and sense of purpose for all involved with the college. He is well supported by the governing body and a recently restructured senior team. Together they have initiated significant reforms that have already had a positive impact on behaviour and teaching. The full impact of these reforms is only just becoming apparent in classes and is likely to show in GCSE results in 2014. Plans for the future are practical and convincing and the college clearly has the capacity for continued improvement.
- The questionnaire responses of both staff and parents show that these groups overwhelmingly support the headteacher, a view echoed by many students. Students recognise that there have been many improvements in the last academic year, particularly in their good behaviour.

- More rigorous, systematic checks on teaching by senior leaders and managers now provide accurate information about where improvements are most required. Teachers are increasingly accountable for their students' achievement and receive appropriate additional support and training to improve their skills. The college challenges underperformance appropriately.
- A good range of subjects and qualifications meet the needs and aspirations of students, including the more able, and leaders successfully ensure there is no discrimination within the college.
- Students' spiritual, moral, social and cultural development is good. Students enjoy a range of enrichment activities. The personal development programmes broaden students' experience and raise their levels of confidence. Students are incredibly generous and have raised significant amounts of money for various charities through their own efforts.
- The local authority is aware of the issues within the college and it generally provides good support.

■ **The governance of the school:**

- Governors are ambitious. Many of them live locally and have long, close associations with the college. They are knowledgeable, experienced and fully committed to improving the college. They have worked closely with the current headteacher to develop their own capabilities and run systematic checks on all aspects of college life. They undertake appropriate and relevant training. The governing body knows how the college needs to improve because its members are clearly aware of what performance data say about achievement and where the college stands in relation to national averages. They have a good grasp of teaching and learning from the improved tracking systems introduced by the headteacher and senior leadership team. They understand how teachers' pay relates to the quality of their work and use performance management effectively. Governors provide effective support and challenge to the headteacher and the college. There are numerous examples where underperformance has been challenged successfully. They ensure that pupil premium spending improves opportunities and achievement for eligible students, and that the arrangements to keep students safe meet national requirements. Finances are managed well, as demonstrated clearly by the way in which a three-year 'overspend' has been reversed.
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## 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>	120645
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	425055

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>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	671
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Grooms
<b>Headteacher</b>	Simon Gilman
<b>Date of previous school inspection</b>	11 January 2012
<b>Telephone number</b>	01406 362120
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