

Djanogly City Academy

Sherwood Rise, Nottingham Road, Nottingham, NG7 7AR

Inspection dates 13–14 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Achievement is inadequate. Since the last inspection, GCSE results have remained significantly below average.
- Students do not make enough progress from low starting points in most subjects, including English, mathematics and science. This is because not enough teaching is good or better and too much is inadequate.
- The sixth form is inadequate. Achievement is particularly weak at AS level, because students study for qualifications that do not match their abilities. This limits their chances to move on to the next level of study.
- Teaching is inadequate. Expectations of what students are capable of achieving are not high enough. Many teachers are unqualified and have not received the training and support they need.
- Students mostly feel safe in school, but behaviour is inadequate because they lack self-discipline and staff do not apply rules consistently.
- Students' high levels of absence and poor attitudes hinder their achievement.
- Actions taken by leaders and governors since the previous inspection have not been sufficient to make the necessary improvements. Leadership and management are inadequate because the academy is not improving quickly.

The school has the following strengths

- The recently appointed headteacher, the restructured leadership team and governors have a clear understanding of what needs to improve. They demonstrate firm resolve to make the necessary improvements.
- Students' progress in reading, literacy and oracy is an emerging strength.
- Governance is now clearly focused on improving students' achievement.

Information about this inspection

- Inspectors gathered and evaluated a wide range of evidence of the academy’s work. They observed 42 teachers in 43 lessons, of which six were joint observations with senior leaders. Two tutorial sessions and one assembly were also seen. In addition, the inspection team made a number of shorter visits to lessons to look at specific aspects of students’ work.
- Inspectors observed the work of the academy and spoke informally with students. They reviewed a range of documentation including the academy’s checks on its performance and plans for improvement, day-to-day health and safety arrangements, safeguarding measures and policy documents. Inspectors analysed the academy’s records of students’ rates of progress across the school. They also looked at the academy’s use of the pupil premium funding. Inspectors heard students read and looked closely at their workbooks.
- Meetings were held with the headteacher, the senior leadership team, other staff in leadership roles and teachers. Inspectors met with five groups of students to discuss their experiences of school. Meetings were also held with representatives from the academy sponsor and the Chair and Vice-Chair of the Governing Body.
- As insufficient responses were made to the online questionnaire (Parent View) by the end of the inspection to form a clear view of the academy, the inspection team took account of the academy’s recent survey of parental views.

Inspection team

Trevor Riddiough, Lead inspector	Her Majesty’s Inspector
Sumeya Bhikhu	Additional Inspector
Jason Howard	Her Majesty’s Inspector
Simon Hughes	Additional Inspector
Ahson Mohammed	Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Djanogly opened as an academy in 2003 and is larger than the average-sized secondary school with a sixth form. It is located on two sites within walking distance of each other, one housing Years 7 to 9, the other housing Years 10 to 13.
- The academy is part of the Djanogly Learning Trust, which is a multi-academy sponsor. It has a specialism in information and communication technology (ICT).
- The headteacher is an external consultant and was appointed in September 2012 on a short-term contract.
- Around three quarters of the students are from minority ethnic groups. A significant proportion is of Pakistani heritage. Other significant minority ethnic groups include those from White and Black Caribbean and African backgrounds. Around half the students speak English as an additional language.
- The proportion of students supported through the pupil premium, at 54%, is almost twice the national average. In this school, this extra government funding is currently received for pupils known to be eligible for free school meals and those in the care of the local authority.
- The proportion of disabled students and those with special educational needs supported at school action is around three times the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- A number of students in Key Stage 4 access alternative courses at a variety of external providers including the Stone Soup Academy, 'Wheelbase', 'Educational Wellbeing+' and Central College Nottingham.
- The academy employs a number of unqualified teachers representing around one-fifth of the total teaching workforce.
- The academy does not meet the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Make teaching consistently good or better by ensuring that:
 - teachers show consistently high expectations of what all students can achieve in lessons through always insisting on the highest standards of work and behaviour
 - lessons proceed at a suitably brisk pace so that students can learn quickly
 - assessment data are used consistently across all year groups, including in the sixth form, to match work to the learning needs of all students, including the most able and those who find learning difficult
 - questioning is used to provide challenge to students, so that they are able to think deeply and make more rapid gains in their knowledge and understanding
 - teachers mark students' work regularly to give clear advice about how to improve it, and provide enough time for students to respond.

- Raise achievement throughout the academy, and particularly in English, mathematics and science, so that standards are at least in line with national averages by:
 - rigorously checking in lessons that all students are making accelerated progress, especially students supported through pupil premium funding, disabled students and those who have special educational needs
 - ensuring that all sixth-form students are placed on courses that match their levels of ability.

- Improve behaviour and attendance by:
 - setting clear and consistent expectations for students' behaviour and conduct
 - ensuring that all students engage fully in learning in lessons
 - providing more effective support for students at risk of exclusion
 - reducing rates of absence and particularly the number of students who are persistently absent by working closely with their families to raise awareness of the importance of full attendance.

- Strengthen the effectiveness and impact of leadership, by ensuring that:
 - a permanent headteacher is appointed as soon as possible to lead the development of the academy
 - the progress teachers make towards the individual targets set to improve their skills is checked rigorously
 - all those responsible for leading and managing subjects are appropriately skilled and have a good impact on improving achievement, teaching and behaviour
 - the progress made by different groups of students is checked accurately across all subjects so that teachers can use this information to help speed up their learning
 - academy policies in relation to managing students' behaviour are put into practice consistently.

Ofsted will make recommendations for action on governance to the authority responsible for the school. An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspectors strongly recommend that the academy should not seek to appoint newly qualified teachers.

Inspection judgements

The achievement of pupils

is inadequate

- Students join the academy with skills in reading, writing and mathematics that are well below national averages. There is not enough good teaching in the academy to accelerate students' learning and progress, or to make up for these shortfalls in their knowledge and understanding. Senior leaders rightly evaluate students' achievement as inadequate.
- The proportion of Year 11 students achieving five A* to C grades, including in English and mathematics, has been significantly below average for the past three years. The students who left in 2012 did not achieve as well as they should have done, particularly in English, mathematics and science. The students who left in 2013 also underachieved, particularly in these three subjects.
- In some subjects and year groups, students' progress is improving. These improvements are not happening quickly or consistently enough across all subjects and year groups.
- Students known to be eligible for the pupil premium do not make as much progress in English and mathematics as other students. Initial school data for 2013 show the gap in attainment between these students and others was on average approximately three-quarters of a GCSE grade in English and one grade in mathematics. These gaps are larger than those seen nationally, and are now being addressed through more focused use of pupil premium funds.
- The most able students generally achieve at expected levels because their motivation in lessons is higher than that of the least able students. Gaps in achievement also exist between girls and boys, and students of different ethnic groups. The overall achievement of the small number of students in Years 10 and 11 who study on other sites is no better than that of their peers.
- Students in Year 7 eligible for 'catch-up' funding benefit from additional support in literacy. Additional resources, one-to-one tutoring and student 'reading buddies' are having a positive impact on raising the reading ages of this group of students.
- Disabled students and those who have special educational needs do not receive the support and guidance they need to achieve well. The percentage of these students gaining GCSE and other qualifications is lower than for other students in the academy.
- In the sixth form, students do not achieve well because they do not have sufficient prior knowledge to meet the demands of advanced level courses and the quality of teaching is not good enough to accelerate their progress. Attainment in Year 12 is low and only a small proportion of students move on to further study in Year 13.
- In the courses provided for students more suited to work-related learning, achievement is better. A minority of students do not attend regularly and this restricts their learning and progress.

The quality of teaching

is inadequate

- In just over half of all the lessons seen by inspectors, the teaching required improvement or was inadequate. The persistently low standards achieved indicate that the quality of teaching over time is not good enough to accelerate students' progress from their low starting points, or

prevent them from underachieving.

- Management of students' behaviour in class is poor. In too many lessons students talk about things that are unrelated to their learning, and sometimes more serious disruption takes place. Misbehaviour is often not challenged effectively, and this means students who want to work hard cannot do so. In these cases, teachers' expectations are too low.
- Teaching fails to take account of students' different abilities in each class. As a result, students lose interest and start to misbehave. In some lessons, teachers move students on from an activity before they are ready, causing them to lose their way and become frustrated. In other lessons, the pace is too slow.
- Teachers ask questions to check how much students know and understand. However, this questioning is not sufficiently challenging to help students develop and explore their ideas fully.
- Marking and assessment have limited impact on improving students' work. Marking does not always make clear to students what they have done well and how they can improve their work. Some teachers ensure that students respond to the feedback on their work, but too often students continue to make the same mistakes because this does not happen.
- In the best lessons, teachers know their students well and plan activities that will develop their knowledge and understanding. Students enjoy making rapid progress and develop the ability to learn independently. In one case, expert questioning in a sociology lesson ensured that all students developed their initial ideas fully and understood the subject's relevance to their own lives. Misbehaviour in such lessons is rare.
- Teaching in the sixth form is improving.. Teachers know their students well and plan activities to help them make progress. In one lesson seen, the teacher helped students understand how to present their arguments in a clear and convincing way when writing longer answers. All left the lesson with a new confidence. However, some students are studying courses that are too difficult for them, making it hard for their teachers to give all students the support they need.
- The academy has started to use a range of imaginative strategies to develop students' literacy in subjects other than English. These are beginning to have an impact. Students who arrive in the country speaking little or no English are now being given personalised support with reading so that they can complete the work that they are given.

The behaviour and safety of pupils are inadequate

- Attendance remains below average and over time has been inadequate. The action taken to address this is only showing gradual improvement. The proportion of students who are excluded for short periods is reducing but remains higher than in most other schools. High levels of absence are having a detrimental effect on the achievement of students, including in the sixth form.
- Students' conduct, particularly outside lessons, shows a lack of respect for belonging to the academy. In lessons, this is characterised by challenging staff, ignoring instructions and a reluctance to work.
- Students who spoke to inspectors rightly identified that teachers do not use the behaviour management system consistently. This lack of consistency, combined with too much weak teaching, results in some lessons which are disorderly and where learning is significantly

disrupted, particularly for students who are in lower-ability sets.

- Parental and student perceptions are in line with inspection findings, in that behaviour is having a negative impact on overall achievement. Students were keen to report to inspectors that their lessons are regularly disrupted.
- Students also report that behaviour has improved in the past year from a low baseline. The student community itself is a cohesive community where students 'get on' with each other. Students have a suitable understanding of issues relating to safety and most feel safe at school.
- Some students expressed concerns about bullying, mostly name-calling and physical bullying. They knew which teachers to approach if they had concerns and were confident that teachers would deal with matters quickly and appropriately once they had been reported. Students have a clear understanding of bullying and the various forms that it can take.

The leadership and management are inadequate

- The recently appointed headteacher brings valuable knowledge and experience to the academy. He has a clear understanding of what needs to be improved and how this can be achieved. As a result, senior leaders now have an accurate view of the academy's performance.
- Senior leaders carry out systematic checks on teaching and learning and review the effectiveness of each department regularly. However, this improvement drive is not reflected at subject leader level, where many staff do not have all the skills they need for this role. Some leaders of faculties and subjects are successfully leading improvements in their areas such as in the creative subjects and in physical education (PE). However, most do not have a thorough understanding of how they can use performance data and quality assurance systems to raise achievement.
- Targets are set to help teachers improve their skills, and these are appropriately used to guide decisions about pay rises and promotion. However, leaders do not monitor progress towards achieving these targets adequately. Consequently, this process has a minimal impact on improving teaching.
- Progress has already been made in improving some areas of the academy's work. Teaching, behaviour and attendance are all better than they were a year ago. However, there is still a long way to go, and outcomes in some important areas remain stubbornly low, notably in mathematics, science and the sixth form.
- The academy's approach to developing better teaching is systematic, and includes structured opportunities for coaching and training teachers in need of support. However, supporting large numbers of unqualified teachers is proving difficult due to the limited capacity of subject leaders to provide regular day-to-day support and mentoring.
- The systems to track students' progress and identify those who are not making enough progress have recently been improved and are now more effective. However, their use by subject leaders and teachers is inconsistent and this is hindering the drive to make improvements in achievement. The progress of different groups of students, including those for whom the school receives the pupil premium, is now being tracked carefully for the very first time.
- Leaders have provided teachers with support and training so that they are equipped with the skills to teach reading, writing, and communication. The impact of this to date has been seen in

improved reading ages and better skills and confidence in writing and speaking aloud.

- Students' spiritual, social and cultural development is evident across the academy but there are too few planned opportunities to develop students' attitudes and values. Good attention is paid to racism and anti-racism on the personal development programme. The emerging house system is providing renewed opportunities to enable students to learn to be inclusive and humanitarian.
- The academy acknowledges that before 2012 the curriculum was not fit for purpose. Significant revisions have been made in all key stages. The early start to Key Stage 4 in Year 9 has been removed, and the academy has moved away from accelerated examination courses. Neither of these approaches met the needs of the students. For 2013, admissions criteria for entry into the sixth form have been tightened up so that access is restricted to those most likely to succeed in their chosen courses.
- Concerns raised during the inspection are being examined by the appropriate bodies.

■ **The governance of the school:**

- The consultant headteacher has a short-term contractual agreement with the governing body to lead the school until July 2014. His temporary status means that the leadership of the academy is not secure. The governors are aware of the uncertainty that this situation brings and have very recently advertised for a permanent headteacher.
- The headteacher has done much to guide and support the governing body to refocus its efforts, and to closely monitor the impact of the academy's actions and measure its progress. By doing so, governors understand that improvement has been too slow in the past and agree that aspects of the academy's work are inadequate.
- Governors are not satisfied with the academy's results. They are already challenging decisions to make sure that they are focused on raising achievement and made in the best interests of students. Governors now receive clear and accurate information from senior leaders, which enables them to understand how targets are set to challenge and reward teachers, and whether additional money for students eligible for extra support is spent appropriately.
- Governors fulfil their statutory responsibilities for safeguarding.

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	134253
Local authority	Nottingham City
Inspection number	425058

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1209
Of which, number on roll in sixth form	190
Appropriate authority	The governing body
Chair	Jean Gemmell
Headteacher	Andy Kilpatrick
Date of previous school inspection	6 October 2011
Telephone number	0115 942 4422
Fax number	0115 942 4034
Email address	info@djanogly.notts.sch.uk

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