

Newsome High School and Sports College

Castle Avenue, Newsome, Huddersfield, West Yorkshire, HD4 6JN

Inspection dates 18–19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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

- The proportion of students not reaching the standards of most students nationally in English and mathematics has increased over the last two years.
- The progress made by students, especially in English and mathematics, is slower than the progress of most students nationally.
- Teaching is not yet consistently good, especially in English and mathematics, so a minority of students, particularly the most able and those who learn more slowly, do not make the progress of which they are capable.
- Teachers do not always question students carefully enough so that they have to think hard and explain their views and their understanding in detail.
- The behaviour of a very small minority of students in some lessons prevents them and others from learning, so time is wasted and learning slows.
- Leaders, managers and governors have not measured the progress of the school closely enough against current standards in schools nationally, and have only recently taken steps to improve the consistency of progress and teaching.
- Governors in the past have not been fully aware of what improvements need to take place in the school.

The school has the following strengths

- The rate of progress made by students supported by pupil premium funding increased in 2013 and they now progress as fast as other students in the school.
- The standards reached by boys, and the progress they make, have improved since the last inspection.
- Students behave well around the school. They say they feel safe and exceptionally well supported.
- Students who have more complex special educational needs and who attend the school's resource base, make good progress.

Information about this inspection

- Inspectors observed 33 full or part lessons taught by 32 teachers. Four observations were joint observations that took place with the headteacher and senior leaders.
- Inspectors met with five groups of students and discussions also took place with senior and middle leaders and teachers. A meeting was held with the Chair of the Governing Body and two parent governors and a representative of the local authority; a telephone call was made to the school’s external improvement consultant.
- Inspectors read a range of documents. These included the school’s view of its own performance, school action and improvement plans, data relating to students’ progress and the standards they are reaching, as well as policies and records on safeguarding, behaviour and attendance.
- Inspectors looked closely at a range of students’ work in exercise books and in their regular assessments.
- Inspectors took into account 30 questionnaires completed by staff and the school’s record of responses from parents. There were insufficient responses to the online questionnaire (Parent View) for the inspectors to review these.

Inspection team

Nell Banfield, Lead inspector	Additional Inspector
Pauline Pitman	Additional Inspector
Osama Abdul Rahim	Additional Inspector
Christine Kennedy	Additional Inspector

Full report

Information about this school

- Newsome High School is an 11 to 16 specialist sports college. It is smaller than the average-sized secondary school.
- The proportion of students supported through school action is similar to that found nationally.
- The proportion of students supported at school action plus or who have a statement of special educational needs is above that found nationally. The school has designated resource provision for students with a hearing, visual or physical impairment.
- The majority of students are of White British heritage and a small proportion of students are from minority ethnic backgrounds.
- The proportion of students eligible for support through pupil premium funding is almost twice the national average. The pupil premium is additional funding for those students known to be eligible for free school meals, for students who are looked after by the local authority and for the children of service families.
- A very small minority of students arrive at the school at times other than in Year 7.
- The school works in close partnership with the local authority and with Holmfirth High School. It will shortly become a lead strategic partner in the West Yorkshire Teaching Alliance.
- The school meets the current government's floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics.
- The school holds a number of awards including the Sports Disability Award, Artsmark Gold Award, Investors in People Silver award, Eco School Bronze Award and has the Careers Provision Kitemark.
- A very small minority of students follow courses away from the school site at Kirklees College, Kirklees Construction Skills Academy, Woodspeen Training, Mark Betts Hair Education, White Rose School of Beauty and Complementary Therapies, Holmfirth High School and Pivot Care.

What does the school need to do to improve further?

- Increase the proportion of teaching that promotes rapid progress by:
 - questioning students more closely so students explain their ideas, opinions and views in more detail and use the answers of other students to extend their knowledge and understanding
 - ensuring students understand clearly what they need to work on in lessons so they are able to make confident progress
 - planning work so students can make better progress from their starting points.
- Improve the attitude to learning of a small minority of students in some lessons so their learning improves over time, through the consistent application of the school's behaviour policy.
- Improve the accuracy of evaluation of the quality of teaching, behaviour and students' achievement against current national school standards so leaders, managers and teachers use their better understanding to develop sharply focused improvement plans.

Inspection judgements

The achievement of pupils

requires improvement

- The majority of students arrive at the school working at standards close to those of students nationally. A minority arrive working at standards lower than these.
- Although the attainment and progress of some groups of students have improved over time, the standards achieved by the majority of students have declined over the past two years, and the rate of progress they make has been slower than that of students nationally, in both English and mathematics.
- Although leaders, managers and teachers have checked students' progress, they have not intervened quickly enough in the past when progress has slipped to ensure that students catch up on lost ground. As a result, too few students, including those who are most able, have made better-than-expected progress from their starting points.
- In the past, boys, and students supported by pupil premium funding, attained standards well-below those reached by the main body of students in the school. In 2013, boys and students known to be eligible for free school meals, as a result of additional teaching and support paid for by pupil premium funding, made progress similar to, and sometimes faster than, the progress made by the majority of students. The school's current measures of attainment indicate that the gap in attainment between students known to be eligible for free school meals and that of other students in the school is continuing to close.

Just over half of students in Year 11 took English GCSE examination in the autumn term and almost three-quarters of the group achieved a Grade C. The remaining students were not ready to reach this standard and so will take their examination in the summer term.

- The small proportion of students from minority ethnic backgrounds makes progress similar to, and sometimes better than, the progress made by most students. This is evidence of the school's strong commitment to all students having an equal opportunity to succeed, albeit not fully successful as yet.
- The achievement of disabled students and those with special educational needs in the main school requires improvement because their progress is too variable. While many of those supported at school action made progress from their starting points only slightly slower than most students in the school, the progress of those students supported by school action was slower still.
- The achievement of students in the school's designated resource base is good. This is due to careful individual planning to ensure first, that adjustments to activities are made to ensure their disability does not prevent them from succeeding, and second, because activities and tasks set are well matched to their starting points so they progress well.
- The very small minority of students who arrive at the school at times other than in Year 7 are well supported. Following a settling in period, the majority make good progress, as a result of the support available.
- The very small minority of students who follow courses away from the school site make good progress, as a result of the well-tailored courses that lead to accreditation and qualifications. They also build their confidence and skills in working with others.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good, particularly in English and mathematics. As a result, students do not make consistently good progress in their learning and in their written work, particularly the most able and those who are less confident. Not enough teaching is outstanding so students can make rapid progress.
- Assessments are not always used, or activities planned, that can easily be adjusted, so students can progress to the next stage in their learning. Some tasks require students to read passages and texts that are too difficult and so they are not able to extend their knowledge and

understanding effectively. On occasion, the most able students complete work that does not make them think hard or apply what they have already learned to more difficult situations. As a result, some students do not make the progress of which they are capable.

- Sometimes, explanations are not clear and the tasks set cannot be successfully completed because they require knowledge or skills that students have not yet fully grasped. As a result, a very small minority of students, particularly boys and those who learn more slowly, become distracted or give up, and their learning slows.
- Students are sometimes asked straightforward questions, or give their first answer to a question. They do not always have the time or opportunity to add to the answers of others, or to explain what they understand so they can be confident in the knowledge they hold. In contrast, in history, students were asked to explain how Hitler had been able to rise to power and how he had removed barriers to his dictatorship. The explanations were considered and confident and were evidence of very effective teaching over time. In addition, other students were invited to add further detail, which made them search their minds for what they knew.
- When inspectors looked at students' books, they noted a minority where writing was untidy, completed in different colour inks, or work which was accompanied by random jotted drawings and graffiti. Not all students take pride in their work or respond to suggestions made by teachers as to how they could improve.
- Students who arrive in Year 7 and need to improve their reading have very effective and systematic support from staff and from well-trained older students, using materials paid for by Year 7 catch-up funding. Students improve their literacy and communication skills as a result.

The behaviour and safety of pupils

requires improvement

- The behaviour of students requires improvement. A small minority of students, who are often boys from White British backgrounds or who are less confident or skilled in learning, take time to settle to their learning, complete little work in lessons and chat or engage in low-level banter with other students so they slow the learning of others. Their behaviour is not consistently managed across lessons by staff's prompt use of the school's agreed and understood systems to ensure that learning can proceed smoothly.
- The school's work to keep students safe and secure is good. Systems to ensure the safety of students are thorough and detailed and contribute strongly to helping students stay safe.
- The majority of parents who responded to the school's survey agree that their child is safe in school and students spoken with echo this. Staff who responded to the questionnaire agree that students are safe in the school. Students speak highly of the staff and say they can turn to any member of staff for help if they need it.
- Students say they understand the different forms that bullying can take. They are clear that the casual use of homophobic terms or other derogatory language is not acceptable, although name calling does happen occasionally. Students say bullying is rare in the school and if it happens it is quickly sorted out. They understand the risks associated with social networking sites and know not to put personal information on these sites. The curriculum, assemblies and special events to explore these risks help students to keep themselves safe.
- Students' behaviour around the school is good. They treat their peers and staff with respect, understand and accept differences, and use social areas such as the dining room and the playground with consideration. The majority of students work and socialise well together and the majority say the school is like a family.
- Overall attendance is similar to the national average, and the school has reduced the numbers of students who are persistently absent, particularly students from White British backgrounds. The number of students excluded from school is exceptionally low and the school has introduced effective ways of improving the behaviour of most individuals who find it difficult to respond to the school's expectations. The school holds extensive information about students' behaviour but leaders do not yet analyse and evaluate this fully to identify the trends and patterns in behaviour across the school, so staff can provide the appropriate support for the right student at the right

time, rather than general support overall.

- The safety and welfare of students who are educated away from the school site is carefully and regularly monitored so they are secure and able to make the progress of which they are capable.

The leadership and management

requires improvement

- Although recent steps have been taken to begin to improve the consistency and quality of teaching, and the attainment of boys and students supported by pupil premium funding has improved, leaders and managers have not taken action quickly enough to halt the decline in attainment and progress of the majority of students in the school.
- The school's evaluation of its own work does not fully recognise the significance of the decline in standards and progress nor compare standards and progress against current performance of schools nationally. Leaders, managers and governors are now taking steps to work closely with two other schools locally to ensure they benefit from their expertise in improving standards and increasing students' rates of progress.
- Although teaching has been monitored and evaluated regularly by senior and subject leaders, judgements have not been rigorous or accurate enough and have been based more on whether students are engaged in what they are doing, enjoy their work or cooperate well with others, rather than on what the teacher did to ensure students made rapid progress. As a result, not all subject leaders have been fully aware of what needs to be done to improve teaching in their subject. Senior leaders responsible for teaching and learning have created a core group of teachers to lead on improving accuracy in the evaluation of the quality of teaching.
- The headteacher, leaders, managers and governors all share a clear understanding that pay awards and progression in status are closely linked to effective teaching and students' progress. This is applied to any consideration of rewards, increase in salary or progression in status. Training has ensured staff know how national standards are used to set targets for teachers.
- Leaders and managers have been relentless in ensuring that students are happy, settled and secure in school and, as a result, students are confident and the large majority work exceptionally well with each other. Their moral understanding and social skills are strong and they are well prepared in this regard for the future.
- The curriculum, assemblies and special focus days offer students the opportunity to reflect on deeper questions about human existence and the value placed on relationships with people around them. They explore other cultures and are helped to understand different lifestyles, religions and customs. This develops their cultural and spiritual understanding very effectively.
- The local authority is providing effective and timely support for the school, including supporting the partnership with a nearby outstanding school.
- The school's arrangements for safeguarding students meet all current statutory requirements.
- **The governance of the school:**
 - Governors recognise they have not acted promptly enough in the past to improve standards and the quality of teaching. They have conducted their own review, have recruited new governors with education expertise, have improved their understanding of the school's data and the actions taken by the headteacher and school leaders. They are now well prepared to challenge leaders, as well as support their actions to improve standards and progress. They support the headteacher in managing the performance of teachers.
 - The governing body has a firm grasp on the school's finances and this includes the effective allocation of pupil premium funding. They know its use has increased the rate of progress of those students known to be eligible for free school meals. They are very clear that the standards reached and the progress made by students needs to improve and that this includes improving the quality of teaching. They have supported the headteacher and senior leaders in beginning this process.

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	107761
Local authority	Kirklees
Inspection number	440771

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	607
Appropriate authority	The governing body
Chair	Mr M Rosser
Headteacher	Mr P Gittins
Date of previous school inspection	5 May 2011
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