

# Yewlands Technology College

Creswick Lane, Sheffield, South Yorkshire, S35 8NN

## Inspection dates

11–12 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
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 has serious weaknesses.

- Students' achievement is inadequate. Students do not make enough progress during their time at the academy. This underachievement is most marked for the most able students and for those supported by the pupil premium.
- In particular, the most able students do not always produce enough work of a high quality.
- Students make too little progress in mathematics. The work is often repetitive and students have insufficient opportunities to use their skills to solve different problems.
- For the last three years, the proportion of students who left Year 11 with five or more A\* to C grades at GCSE, including English and mathematics, has been well below average.
- Teaching is inadequate because there is not enough good or better teaching to ensure that students make the progress they should.
- Some teachers do not expect enough of the students, particularly those who are most able.
- Students come to some lessons expecting to do very little work. The work students are given is often too easy, so they do not make the progress that they should.
- Marking does not always show students how to improve their work. Where it does, students do not often respond to this advice.
- Leaders and governors have not yet taken all the steps necessary to improve teaching and students' achievement.
- Some subject leaders are ineffective in improving teaching and students' achievement in their subjects.
- The academy's plans for improvement do not give all staff the sense of urgency and direction needed to improve students' achievement and the quality of teaching.

### The school has the following strengths

- Senior leaders and governors know the academy's strengths and weaknesses.
- Leaders acted swiftly in engaging the help of the executive headteacher. This has improved students' behaviour and safety and teaching, and has increased the rate of students' progress.
- Students say that they feel safe in the academy.
- Teaching is consistently good or outstanding in design and technology and physical education. Students make good progress in these subjects.

## Information about this inspection

- Inspectors visited 38 lessons taught by 38 teachers. Nine observations were made jointly with members of the academy’s senior staff.
- The inspectors took account of 14 responses to the on-line questionnaire (Parent View) and of a survey of parents’ views provided by the academy.
- Inspectors examined information on students’ performance for the school year 2012/13 and detailed information provided by the academy on current learning and progress. They also looked at work in students’ books.
- The inspectors held meetings with the executive headteacher, senior and subject leaders, and with representatives of the Wakefield City Academies Trust who are providing additional support to the academy. They also met with three representatives of the governing body.
- Inspectors met with four groups of students and spoke informally with students at different times in the academy day.
- Inspectors looked at a number of documents, including the academy’s own evaluation of its work, its plans for further improvement, information on the quality of teaching and on teachers’ performance and documents relating to safeguarding, attendance and behaviour.

## Inspection team

Liz Godman, Lead inspector

Additional Inspector

John Leigh

Additional Inspector

Derek Davies

Additional Inspector

Sophie Gillies

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 significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- The academy is smaller than most secondary schools.
- The large majority of students come from White British heritage backgrounds.
- The proportion of disabled students and those who have special educational needs supported at school action plus or with a statement of special educational needs is more than double the national average.
- The proportion of students supported at school action is above average.
- The proportion of students eligible for support through the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children looked after by the local authority and the children of military personnel) is above average.
- The academy does not meet the government's current floor standards, which are the minimum expectations for students' attainment and progress.
- A small number of students attend courses away from the academy on a temporary basis at Pit-Stop.
- Yewlands Technology College converted to become an academy school on 1 September 2011. When its predecessor school, Yewlands School Technology College, was last inspected by Ofsted, it was judged to be good.
- In September 2013, an executive headteacher was appointed to the staff of the academy on a long-term basis for two days a week. He is from the Wakefield City Academies Trust and is a National Leader in Education. The Wakefield City Academies Trust will take over as the sponsor of the academy from 1 April 2014, when Yewlands Technology College will join the Trust.

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

- Improve teaching to good or better by:
  - raising the expectations of all teachers as to what all students, particularly the most able, can achieve
  - improving students' behaviour and attitudes to learning by making sure that students adhere to the school uniform code and come to all lessons expecting to work hard and quickly
  - using the information that teachers have about what students know and can do to provide them with work which helps them to learn more quickly in lessons and over time
  - ensuring that marking shows students how to improve their work and making sure that they respond to teachers' advice
  - making sure there is no inadequate teaching.
- Raise attainment by ensuring that all groups of students make good progress in all subjects by:
  - challenging the most able students in all lessons, so they are expected to think more deeply and to produce more work of a higher quality
  - increasing the rate of progress in mathematics by providing work which builds students' skills

and allows them to use these skills for a range of different purposes

- using the detailed information that the academy has to make sure that students eligible for the pupil premium make at least good progress in all year groups and in all subjects.

■ Make sure that leaders and governors take the necessary steps to improve teaching and students' achievement by:

- using the examples of good and outstanding teaching in the academy to help all teachers to recognise what the students can achieve and to improve the quality of teaching
- making sure that subject leaders have the knowledge and skills to lead improvements in teaching and achievement in their subjects and that they are held to account for this
- making sure that improvement plans are understood by all staff, to ensure the academy continues to improve and, in particular, to guide improvement in the quality of teaching and in students' achievement.

An external review of governance and of the academy's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Students' achievement is inadequate. Students join Year 7 with standards that are lower than expected in English and mathematics and too few make expected or better progress during their time in the academy. This is most marked for the most able and for those eligible for support through the pupil premium.
- For the last three years, the proportion of students who left Year 11 with five or more A\* to C grades at GCSE, including English and mathematics, has been well below average.
- In 2013, the proportion of students who gained the highest grades of A\* or A at GCSE was very low in some subjects, including mathematics, science, geography and history, reflecting low expectations of the most able students. This low expectation is also seen in many lessons where the most able students produce too little work of good quality.
- Students of all abilities make insufficient progress in mathematics. The work is sometimes repetitive and uninteresting, with a page crammed with calculations to be done by everyone in the class irrespective of what they can already do and with no opportunity to apply their skills to solving problems.
- Weak mathematical skills limit students' success in other subjects, for example, science. Some students in Year 10 could not work out electricity use or cost because they did not know how many minutes are in an hour or how many watts are in a kilowatt.
- However, the proportions of students gaining the highest GCSE grades in 2013 were close to, or above, the national average in some design and technology courses and in information and communication technology, indicating that the academy's students can do well.
- In 2013, a number of students took GCSE examinations in English and mathematics before the end of Year 11. This limited the time they had to make progress and to reach a high grade. Consequently, many of these students did not do as well as they could have done.
- Up-to-date and reliable information shows that attainment and progress are improving. This is confirmed by inspection evidence. The current Year 11 students are expected to gain results in 2014 which are above the national minimum expectations, although still below overall national averages.
- In 2013, students supported through the pupil premium, particularly those known to be eligible for free school meals, did not do as well as other students. In English and mathematics GCSE examinations, their average attainment was more than one grade lower. Currently, this group of students is making less progress than others in the academy in both English and mathematics, although their progress in English is improving. This is most evident in Years 7 and 8 where there have been good improvements in reading, particularly where students receive help from other older students.
- Students' reading is also improving because of the additional support provided through the Year 7 catch-up programme, for those students who did not reach the nationally expected standard in reading and mathematics at the end of Year 6. However, mathematics has received less attention, so that students' skills are showing little improvement.
- Disabled students and those who have special educational needs are making better progress than in the past, because the extra help provided is more suitable for their particular needs and its effects are closely checked. However, their progress in lessons varies more because their particular needs are not always taken into account.
- Students who attend Pit-Stop show improved social skills and interest in learning. This is increasing their chance of success when they return to the academy.

### The quality of teaching

### is inadequate

- The majority of teaching over time has been inadequate. There is not enough good or better

teaching in all subjects and in all year groups to make sure that students make the progress they should.

- Despite the improvements that have been made in recent months, there is still some inadequate teaching. This is most marked in mathematics and is a major factor in students' poor achievement in this subject.
- The teaching of English is improving. However, it requires further improvement because there is not enough good teaching to ensure students' good progress.
- Some teachers expect too little of the students, particularly those who are most able. For example, they do not provide additional tasks to challenge students who have completed the work set, or they give students too much repetitive work that is too easy for them and students are not expected to think deeply. On other occasions, there is little sense of urgency and students do not expect to complete much work.
- Most work is marked regularly, but it is not always clear to the students how to improve their work. Where students are given this advice, they do not always follow it.
- The academy has accurately identified the students who are eligible for support through the pupil premium, those who have special educational needs, and those whose attendance gives cause for concern. The staff know that, for many students, it is a combination of these factors that limits their progress, so they use this information well to provide carefully planned additional help.
- This additional help through the pupil premium is starting to prove effective, particularly in improving the reading skills of the younger students. There is also well thought out guidance for all teachers on how to help students with special educational needs, but not all teachers use this.
- Some teachers plan work to ensure that all students make progress in their lessons. However, many give all the students the same work, which is too hard for some and too easy for others.
- There is consistently good and some outstanding teaching in design and technology and physical education. In these subjects, teachers have high expectations and ensure that students make progress in every lesson. Students respond by showing interest and by becoming involved.

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

### **requires improvement**

- The behaviour of students requires improvement. However, significant improvements have been made since the involvement of the Wakefield City Academies Trust.
- New approaches to managing behaviour are used effectively by almost all teachers and this has improved students' behaviour. As a result, lessons are rarely interrupted by unacceptable behaviour and in many cases, students arrive to lessons expecting to work. However, in some subjects, students come to lessons expecting to do very little work and this limits their progress.
- In a number of lessons, for example science and physical education, students work well with one another, with everyone making a good contribution to tasks. Many students take pride in their work, keeping their books clean and neat.
- Attendance was below average in 2012/13. The academy's current attendance information shows improvement and attendance which is close to the national average. This is the result of firm actions taken by leaders to improve attendance.
- Students generally behave well around the academy and most are friendly and polite to one another and to adults, although there are times when some are boisterous.
- Students take good care of the academy building and there is very little litter and no evidence of graffiti. Students take less pride in wearing their uniform and some openly flout the academy's rules by wearing jewellery and boots, for example. Sometimes, this is not challenged by staff.
- The academy's work to keep students safe and secure requires improvement. It requires improvement because students say that there is some bullying and use of derogatory language. They understand the different forms bullying, with a number citing cyber-bullying as an example of something they have experienced in the past. However, they say that this is becoming much less frequent because of the academy's actions and they know where to go for help should they

need it. All students who gave a view say that they do feel safe and almost all parents who responded to the on-line questionnaire agree with this view.

## **The leadership and management** requires improvement

- Senior leaders and governors know the academy's strengths and weaknesses and acted swiftly in engaging the help of the executive headteacher. However, there is still more to be done.
- Leadership has shown a marked improvement since the appointment of the executive headteacher and the involvement of staff from the Wakefield City Academies Trust. The executive headteacher has a strong track record of leading a highly effective school with students with similar needs to those at Yewlands.
- Clear improvements have been made to students' attendance and behaviour and to ensuring that students are kept safe. Leaders have also improved the quality of teaching, but there is not yet enough good or outstanding teaching to increase the rate of students' progress to the extent that is necessary.
- While there are examples of good and outstanding teaching in the academy, these have not been shared widely enough to improve the teaching of others and to help all teachers recognise what the students can achieve.
- Some subject leaders have failed to improve teaching and students' achievement in their subjects and, in the past, senior leaders have not held them to account for this. Other subject leaders have identified what is needed to improve students' performance. For example, the science leader recognised that students were not doing as well as they should in the subject because they did not have the language and mathematical skills needed for the examinations. Science teaching now places a strong emphasis on this.
- Leaders' checks on the quality of teaching are accurate. They now challenge inadequate teaching robustly and provide training and support where it is needed, but this work is not yet complete. Currently, the academy's plans for improvement do not give all staff a sense of urgency or clear direction as to how to improve teaching and students' achievement.
- The courses provided at the academy for students are suitable, but a history of weak teaching has meant that students have not achieved well. The teaching of reading has improved and careful checks are made on students' progress. Students receive good advice about suitable education, training or work, but the weak progress of some, particularly in mathematics, places limitations on their future opportunities and means that all do not get equal opportunity to succeed.
- Students' spiritual, moral, social and cultural development requires improvement. Although most students know how to behave well and get on well with other people, this is not always the case and students do not always think about the effects of their actions on others. The academy provides good opportunities for students to broaden their experiences through links with universities, cultural visits and fund-raising events.
- With external support, the leadership of provision for students with special educational needs has improved rapidly and the coordinator now feels more confident about what is needed to develop provision further.
- **The governance of the school:**
  - Governors have taken the right steps in improving the academy and are eager to secure further improvement. They understand the academy's weaknesses in achievement and teaching and know that sustained action is needed in order for the students to do as well as they should. Since Wakefield City Academies Trust has been involved, the governors receive detailed information underpinned by their regular visits to the academy. Recently, governors have taken a more rigorous approach to managing teachers' performance so that only good or better teaching is rewarded. Governors ensure that safeguarding arrangements meet the government's requirements. They understand how the pupil premium is spent and are keen to ensure that these resources are being used to raise the achievement of those students who are eligible for such 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>	137400
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	431778

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>	Academy converter
<b>Age range of pupils</b>	11-16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	856
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shaun Toulson
<b>Headteacher</b>	Alan Yellup (Executive Headteacher) John Innes (Co-Headteacher) Chris Weston (Co-Headteacher)
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0114 2329010
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