

Clifton Community School

Middle Lane, Rotherham, South Yorkshire, S65 2SN

Inspection dates

9–10 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of students		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of students		Inadequate	4

Summary of key findings for parents and students

This is a school that requires special measures.

- Achievement, behaviour and teaching have declined since the last inspection.
- Staff have not been rigorously held to account for the students' performance.
- Governors have been too slow in challenging the school to improve. The pupil premium funding has not been used effectively.
- Recently appointed leaders have had limited time to make improvements in achievement, teaching or behaviour and safety.
- Students' behaviour around the school, especially at the start and end of the school day, is inadequate.
- Attendance is low and punctuality is poor. Attendance, including that at the off-site provision, is not monitored properly therefore safeguarding is inadequate.
- The programme for personal, health and social education, gives insufficient help for students to understand potential risks in their lives outside school.
- The quality of teaching over time is inadequate. Teachers' expectations of what students can achieve are too low. Some teachers do not follow school policies for managing behaviour or for giving students feedback on their work.
- Assessment of progress and attainment was inaccurate. Teachers are not using assessment information effectively to identify and meet students' learning needs.
- In-class support for students with special educational needs is insufficient to help them improve their writing skills.
- Achievement is inadequate; the attainment and progress of all groups are significantly below national averages. In the past three years, GCSE results in English and mathematics have declined.
- Disadvantaged students supported by the pupil premium funding, attain much lower standards than the other students in the school and nationally.

The school has the following strengths

- New leaders have an accurate view of performance and recognise the need for a faster pace of improvement.
- The executive headteacher has appointed a new leadership team and a large number of staff in key areas to help implement the changes needed.
- The leadership's new approaches to the monitoring of teaching and students' progress are resulting in more accurate assessments of students' learning.

Information about this inspection

- Inspectors observed parts of 36 lessons, five of the lesson observations were undertaken with the school's senior leaders.
- Inspectors scrutinised a range of students' work, including books provided by the school from last year's Year 11 students, books currently used in English, mathematics and science and the books and planners that students' were using in other classes.
- The conduct of students was observed in lessons, as they moved between lessons, at lunch and break time and at the start and end of the school day.
- Discussions were held with senior leaders, heads of department and faculty and staff responsible for students' well-being. Discussions were also held with teachers, including those supporting students with English as an additional language and students with special educational needs, as well as those teaching specialist support programmes for literacy and numeracy. Newly-appointed, as well as long-serving, staff were included whenever possible.
- Meetings were held with a representative from the local authority, representatives from the governing body and the executive and consultant headteachers.
- Documents looked at included, records of behaviour, safeguarding, attendance, the school's improvement plans and performance management and quality assurance processes. Policies and information on students' progress were seen, alongside the school's self-evaluation document.
- Inspectors considered 10 responses to the Ofsted on-line questionnaire (Parent View), the 35 staff questionnaire responses and the most recent complaints concerning the school.

Inspection team

Rebecca Lawton, Lead inspector	Additional Inspector
David Woodhouse	Additional Inspector
Susan Hayter	Additional Inspector
Helen Gaunt	Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its students 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

- Clifton Community School is a slightly larger than average size secondary school, although the number of students on roll is decreasing.
- The proportion of disadvantaged students supported by the pupil premium funding, which provides additional government funding for children looked after by the local authority and those known to be eligible free school meals, is more than half of the school's population and double the national average.
- Approximately one- quarter of the students have special educational needs and are supported with school action; this is more than double the national average and is around one- quarter of the school. The proportion of those with a statement of special educational need or who are supported by school action plus is high.
- The proportion of students who speak English as an additional language is high, almost one- third of each year group, and the number is rising year on year.
- A very small minority of students attend an off-site centre run and staffed by school's staff.
- The school does not meet the government's current floor standards, which are the minimum expectations for students' attainment and progress, and has not done so since the last inspection.
- The school's policy for entering students early for GCSE examinations has recently been amended due to the new senior leadership's changes to the curriculum and option choices for students.
- The school has plans to become an academy, and become part of the Wickersley Multi-Academy Trust. These plans are currently on hold. The executive head of the trust has been in post as executive head of this school since January 2014, and a significant number of staff, including those in leadership positions, have been seconded into the school from the trust.
- Since the previous inspection, a large number of staff have left the school, including the headteacher and deputy headteacher. The current head of school has only been in post since September 2014, and a large number of senior leaders are also newly in post. The current leadership team has only been working together since the start of September 2014.
- The current Chair of the Governing Body is the vice-chair in an acting capacity, as the previous Chair, seconded from the Wickersley Multi Academy Trust, resigned at the end of the last school year.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good and students progress well in all subjects in all year groups, particularly in English and mathematics by:
 - raising teachers' expectations of what students can achieve, and challenging and supporting all students to reach their full potential
 - improving the support for students with special educational needs, particularly to improve their literacy and writing skills
 - improving teachers' monitoring of students' progress and ensuring students know how to improve their work and learning
 - ensuring teachers make accurate assessments of students' learning and use these to inform the planning of their lessons to best meet students' needs
 - ensuring the provision for improving students' literacy and numeracy skills is at least consistently good across all subjects
 - ensuring all staff consistently follow the school's policies and procedures, particularly for managing behaviour, giving students feedback on their work and challenging all students to achieve their potential.

- Leaders and governors should take urgent and effective action to improve the safety and well-being of the students to:
 - improve students' behaviour, especially as they move around the school and at the start and end of the school day.
 - improve students' attendance and punctuality to school and at the off-site provision, through responding more rapidly and effectively to students' lateness and absence
 - make sure the school's personal, social and health curriculum enables students to be fully understanding of, and know how to avoid, potential risks to their personal safety and well-being.

- Improve the impact of the leadership, including governance, in raising the attainment and improving the progress of students by:
 - ensuring the pupil premium funding is spent effectively on supporting the disadvantaged students to achieve at least as well as students nationally and that the spending is monitored robustly
 - improving the impact of middle leaders, by holding them rigorously to account for students' progress and the quality of teaching students receive
 - ensuring the governing body fully understand how well students are performing so they can more rigorously challenge the school to improve
 - improving the skills and knowledge of governors, particularly in the monitoring of the school's finances as well as the quality of teaching, so that they can fulfil their statutory duties appropriately.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Leaders, managers and governors have not acted quickly enough to stop the decline in students' achievement. The recent changes to staffing have not secured enough improvement to the quality of teaching, which consequently remains inadequate.
- The new appointments to senior leadership positions, including the executive headteacher, consultant headteacher, head of school and new deputy and assistant headteachers have not yet had an impact on improving students' progress or their behaviour in the school. They have not had a significant impact on leading improvements in the quality of teaching, nor been able to ensure all staff are following school policies.
- The senior leadership team have focussed on recruiting and training staff and in the last academic year on trying to improve outcomes for the outgoing Year 11 students. However, results for these students were significantly worse than the school predicted, and were approximately 10percentage points lower than the year before.
- In the last term, the leadership began new approaches to the monitoring of teaching, students' progress and ensuring accurate assessments of students' learning. As a result, there is now one set of assessments that are deemed by the leadership as reliable and accurate for the school to use. However, as there is only one set of data, the school does not have an accurate view of students' progress over time. The information from previous years, which has been proven by the leadership to be overly generous, describes only one in three students making expected progress in English and mathematics. During the inspection, the work in students' books and their progress in lessons were checked; inspectors consequently were able to confirm that inadequacies in students' progress continue to exist.
- Until very recently, procedures for monitoring teaching and learning have not been robust enough to ensure all teachers are following school policies and procedures, that all teachers are giving students regular feedback, and that all staff are managing students' behaviour in and between lessons well enough.
- Leaders now have a more accurate evaluation of the school's position, and have clearly identified actions to tackle the quality of teaching and learning throughout the school. However, these plans have only been in place a very short time, and are not yet showing an impact on students' or staff's day-to-day practice.
- Problems with recruitment have led to an inconsistency in the performance of staff and in some cases a delay in improvements taking effect at department level. Performance management has until very recently, not been rigorous enough to hold staff to account for their areas of responsibility.
- Leaders and governors have not taken effective action to ensure students' safety and well-being. Failure to address the absence of some students has meant that the whereabouts and safety of students is not always known. Deficiencies in the personal, health and social education curriculum prevent students from having sufficient understanding of how to cope with potential risks to their safety and well-being.
- The curriculum does not currently meet the needs of students in the school and does not ensure they have an equality of opportunity to achieve well. Changes since January 2014 have improved the curriculum, but further changes are needed to ensure the spiritual, moral, social and cultural development of the students is given sufficient attention. Improvements to students' qualification routes are impacting positively on their engagement and aspirations, although improvements to their progress and attainment have yet to be seen.
- The local authority has not acted swiftly enough to ensure improvements to teaching, learning and behaviour. The support has been insufficient to ensure progress and impact, and checks have not ensured the school was using accurate data to inform self-evaluation.
- The school may not appoint newly qualified teachers.
- **The governance of the school:**
 - Governors are not ensuring the safety and well-being of the students.
 - Governors have not sufficiently challenged the school to improve since the last inspection; consequently, students' progress and attainment have declined. The speed of actions to secure improvement has been too slow and the information governors have been using to evaluate the school's performance has been inaccurate.
 - The governing body have not ensured that the school website meets government requirements regarding the spending and impact of the pupil premium funding.
 - The governors' monitoring of the spending and impact of the pupil premium and the Year 7 catch up funding, to help narrow the gap between the school's disadvantaged students and their peers nationally has been inadequate. Consequently, the progress and attainment of those disadvantaged students supported by the pupil premium has declined, and the gap between their progress and their peers

nationally has increased. The support to improve the performance of students with weaker literacy and numeracy is not being tracked to ensure it is effective or providing value for money.

- Governors have not evaluated the leadership of the quality of teaching well enough, and it has remained inadequate over time. As a result, students' results have declined.
- Governors have worked with the executive headteacher to manage the high turnover of staff to ensure the school has sufficient teaching and leadership staff. However, governors have not ensured the performance management of all staff has resulted in a fast enough improvement in the quality of teaching and in outcomes for students since the last inspection.

The behaviour and safety of students

are inadequate

- The behaviour of students is inadequate. Although the majority of students behave well in lessons, and this has recently improved, a significant number of students are not able to manage their own behaviour well enough, and the rate of internal exclusion remains high. A significant number of students do not behave well enough during lesson change overs nor at break and lunch times.
- The school's work to keep students safe and secure is inadequate. While students say they feel safe in school, and have staff they can report concerns to, the poor attendance of some students means that their safety cannot be ensured. Attendance is not monitored rigorously enough. Although morning punctuality has improved, students remain late to lessons during the school day. This time missed from learning is having a significant impact on students' achievement.
- The current provision for students' personal, social and health education is inadequate and this is reflected in the large number of students who report serious welfare issues in their personal lives. While the school responds effectively to these issues once they are known, the leaders including governors, have not ensured students are adequately educated to know how to prevent these issues arising in the first place.
- Students know about the different kinds of bullying, but the curriculum does not educate students about tolerance well enough. This leads to a lack of understanding about their own and others' cultures, values and beliefs. Spiritual, moral, social and cultural development is given too little attention throughout the curriculum.
- Often, in all subjects, students do not take pride in their work, as seen for example in the condition of their books. Consequently, these books are not good resources for the students to revise from in the future.

The quality of teaching

is inadequate

- The inadequate impact of teaching on students' learning over time has resulted in the decline in their attainment and progress since the last inspection. Teachers are not using the information they have on students' understanding and achievement to ensure they are planning lessons that will challenge all students to make at least good progress.
- Teachers are not consistently following the school's policies and procedures for marking students' work, managing behaviour in classes or using basic approaches to ensure classroom routines are established. Students have different and sometimes conflicting feedback from teachers and in some classes, expectations of what students can achieve is too low.
- In lessons, the most able are not consistently challenged to achieve their potential. Teachers are not aware of the levels these students could achieve and are not planning work to stretch them sufficiently.
- Those students who have special educational needs and those who have English as an additional language are not consistently supported well enough to enable them to make good enough progress.
- The teaching of literacy is not consistent across the school. Few curriculum departments support students to learn key words associated with their subject and few teachers are correcting spelling or requiring students to write at length. A small group of teachers who work with small groups of students specifically on literacy are supporting them to gain literacy skills. However, there is no information on the impact of this teaching, or whether the gaps in the students' skills and knowledge are closing. Teaching assistants who support the weakest students are having a positive impact on their progress in some lessons.
- The teaching of mathematics has been too variable since the last inspection; consequently, not enough students are making at least the progress that could be expected of them. Too many students are not able to apply basic skills to the mathematical problems with which they are faced; students say they

repeat the same topics in mathematics without reaching the next level of difficulty.

- A significant proportion of students have reading skills that are below those expected for their age. The school has implemented a reading support system to help improve reading for those students most in need. However, the success of this system has not been measured effectively.
- In some lessons and subjects, teachers make good use of questioning and use the new longer lesson structure well to challenge all students to make good progress.

The achievement of students

is inadequate

- The majority of students start at the school with standards below those of most students nationally. A high proportion has English as an additional language, and one-quarter are deemed by the school to have special educational needs. From this starting point, too many students do not make expected progress, and as a result, their achievement is inadequate because too few reach the final standards of which they are capable.
- Those students supported by the pupil premium make even less progress and achieve much lower standards by the end of Year 11 than their peers in school and other disadvantaged students nationally, in English and mathematics. For example in 2014, only 21% of these disadvantaged students attained five or more good GCSE grades, including English and mathematics, seven percentage points lower than the very low attainment of other students in the school. Gaps between the progress of disadvantaged students and others in the school in English and mathematics are widening as measured in the average point scores attained in each subject. The disadvantaged students and other groups in the school are performing significantly less well than similar groups nationally. From students' work and lessons seen during the inspection, it is clear that disadvantaged students supported by the pupil premium are underachieving.
- Girls significantly outperform boys in a number of subjects, particularly in English and mathematics. This has been the case since the last inspection, and the gap in boys' and girls' progress and attainment has not closed.
- Leaders have judged teachers' assessment of students' levels as being too generous, as seen in the inaccurate predictions of the students' Year 11 examination results in 2014, which were significantly higher than that actually attained. This means that the school does not have an accurate view of how well students are doing and what leaders need to do to challenge them to make progress.
- The proportion of the most able students in the school, who by the end of Year 11 in 2014 made more than expected progress, significantly dropped in the last academic year. Although their starting points are higher, they are not making enough progress to enable them to reach the highest standards of which they are capable.
- Leaders are predicting a rise in the achievement of the current Year 11 students this academic year, but even if students reach the targets set for them, their attainment will still be below the most recent validated national average and not enough to reach the government's current floor targets in English and mathematics.
- The additional curriculum time given to English and mathematics has increased the amount of teaching students are receiving to improve these key areas, but changes have yet to have any impact on the progress and attainment of students in these subjects.
- The school receives the Year 7 catch-up and the pupil premium funding. As the school does not keep sufficient records of its spending, and does not track the progress of students who are receiving additional support robustly enough, the value for money and effectiveness of this spending in terms of outcomes for the students is unknown.
- Students have weak writing skills. Their progress in learning how to answer questions, how to use spelling, punctuation and grammar are not consistently well supported. As a result, many students who are now on examination courses do not have the skills that will enable them to write at length during an examination.
- Students who speak English as an additional language have specialised bespoke programmes to enable them to build on their basic skills before joining lessons. This support is welcomed by the students, and they are quickly reintegrated into mainstream classes. However, the skills needed by teachers to support the language learning needs of these students, such as explaining key terms, correcting spelling and having core vocabulary, are not consistent in all subjects. As such, the progress of some of these students slows.
- Students who have special educational needs are not consistently receiving the support they need,

particularly to be able to write; the tasks they are provided with are not always matched well enough to their needs. As such, these students make even slower progress than their peers, particularly in core subjects, such as English, mathematics and science.

- Students who attend the school's off-site provision are also making inadequate progress. Their poor attendance significantly holds back their rate of progress and final attainment. This is also the case for those students with poor attendance based in the main school.

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 students' needs. This ensures that students 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 students' needs. Students 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 students 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	106947
Local authority	Rotherham
Inspection number	431649

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

Type of school	Secondary
School category	Community
Age range of students	11–16
Gender of students	Mixed
Number of students on the school roll	968
Appropriate authority	The governing body
Chair	Anna Lidster
Executive Headteacher	David Hudson
Date of previous school inspection	18 September 2012
Telephone number	01709 515005
Fax number	01709 515015
Email address	info@cliftonschoool.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

