

Royds School

Pennington Lane, Oulton, Leeds, West Yorkshire, LS26 8EX

Inspection dates

5–6 November 2014

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

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- The school's work to keep students safe and secure is inadequate. This is because systems and processes to ensure the safety and well-being of the most vulnerable students in school are not being applied consistently.
- Achievement requires improvement because students, especially the most able, those who are disabled or who have special educational needs, and those supported by the pupil premium are not challenged sufficiently. As a result, they are not making the progress of which they are capable, especially in mathematics.
- Teaching requires improvement because too much is not consistently good enough to eradicate the underachievement which exists.
- Although students' behaviour is improving, staff do not apply the behaviour policy consistently. As a result, there is too much low-level disruption in lessons and too much horseplay around school, which some students find intimidating.
- Leadership and management requires improvement because actions taken to improve achievement, teaching and learning, and behaviour and safety across the school are not having sufficient impact in eradicating weaknesses in each of these areas.
- The sixth form requires improvement because too many students do not make the progress they should.

The school has the following strengths

- The headteacher and his evolving senior leadership team have an increasingly accurate view of the school's strengths and areas in need of improvement.
- Governors have high ambitions and understand the actions needed to improve the school.
- Weaknesses across the school, including in the sixth form, are being addressed and there is an improving picture in attainment and achievement.
- Most students are keen to learn and want to do well. They are generally polite and respectful to teachers, visitors and each other.

Information about this inspection

- Inspectors observed 35 full and part lessons, of which three were joint observations with senior leaders.
- Meetings were held with senior and middle leaders, groups of students from all key stages, members of the governing body, including the Chair, and a representative of the local authority.
- Inspectors also spoke with many students informally, in lessons and around the school.
- Inspectors took into account the responses of 49 parents to the on-line questionnaire (Parent View) and the views of staff, including those expressed in the 52 responses to the staff questionnaire.
- Inspectors reviewed school documentation, including performance data, records relating to attendance, behaviour and safeguarding, the school's development plans and evaluations, the minutes of governing body meetings, documents relating to the management of teachers' performance, and a review of the school's performance undertaken on behalf of the local authority. Inspectors looked at students' work in lessons.
- The school's central record of checks on staff was also scrutinised.

Inspection team

Michael Maddison, Lead inspector	Her Majesty's Inspector
Derek Barnes	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector
Christine Kennedy	Additional Inspector
Susan Hayter	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

- This is an average sized secondary school.
- The proportion of disadvantaged students for whom the school receives the pupil premium, additional government funding, is above average.
- The proportion of students from minority ethnic groups is below average, as is the proportion of students who speak English as an additional language.
- The proportion of disabled students and those who have special educational needs supported through school action and school action plus is average, as is the proportion with a statement of special education needs.
- The school population is predominantly of White British heritage.
- A small number of students in Key Stage 4 are currently educated off-site in alternative provision. Most of them attend courses at Wakefield College. Six other providers are used. They are Southway, Hunslet Boys Club, Educ8, Footsteps, Grafton Hospital and Home Teaching Service, and Breeze Sports Academy. The school is reviewing its use of this provision.
- In recent years, students have been entered early for GCSE examinations in English and mathematics. This practice has ceased.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress.
- The headteacher has been in post for eight months, having joined the school in April 2014.

What does the school need to do to improve further?

- Strengthen the impact leaders and managers have on improving the school, including the sixth form, by:
 - improving the application of systems and processes to ensure the safety and well-being of the most vulnerable students in school
 - improving further students' behaviour by ensuring that all staff consistently apply the behaviour policy
 - ensuring all subject leaders monitor and enhance the quality of teaching effectively, so that it improves students' understanding, deepens their knowledge and always enables them to make at least good progress
 - improving the analysis of evidence about teaching, attendance, punctuality, behaviour and progress so all leaders know what is already strong, what needs to improve and how best to make sure that planned improvements take place effectively and consistently
 - ensuring that all staff are strenuously held to account for the quality of their teaching.
- Improve teaching and learning, and thereby raise achievement, especially in mathematics, for the most able students, for those supported by the pupil premium and for those who are disabled and have special educational needs, by making sure all teachers:
 - use assessment data more effectively to plan lessons which provides work at the right level for all students
 - consistently challenge all students so that they attain the highest grades possible at GCSE
 - regularly find out how students are progressing in lessons and then adjust their teaching accordingly
 - improve marking and feedback so that it supports students more effectively in their learning.

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

Inspection judgements

The leadership and management

requires improvement

- Leadership and management requires improvement because actions taken to improve achievement, teaching and learning, and behaviour and safety across the school, including the sixth form, are not having sufficient impact to eradicate the remaining weaknesses in each of these areas.
- The headteacher provides clear strategic direction and has high expectations and ambition for improving the school's work and the quality of learning. He provides the school with purposeful leadership. He has galvanised the staff and their morale is high. However, many of them realise that, although the school is improving, there is still a great deal to do.
- Since his arrival at the school, the headteacher has put in place a series of initiatives to bring about rapid and sustained improvement. Although it is too soon to see their full impact, early signs are positive that they are beginning to help the school to move forward.
- The commitment of the headteacher and his evolving senior team to improving the school is shared by middle leaders, who are becoming increasingly focused on improving standards in the areas for which they are responsible.
- Self-evaluation is generally realistic and becoming more thorough. Senior leaders are forming a clearer picture of the strengths and areas for improvement across the school. Inspection evidence reveals that their evaluation of the quality of teaching and learning is slightly generous. Senior leaders have a thoughtful and coherent approach to school improvement which has already brought some benefits in terms of students' achievement as well as their behaviour and attendance.
- Whole-school systems for monitoring and evaluating the performance of staff and the effectiveness of their teaching have been revised. Teaching is monitored and the performance of staff is appropriately linked to the Teachers' Standards. Monitoring information is used to make sure that there is a fair approach to pay progression for staff. However, these processes are not embedded across the school, including the sixth form. As a result, teachers are not being strenuously held to account for the quality of their teaching.
- The leadership of teaching and learning is having a positive impact on raising students' achievement. Leaders have taken appropriate action to address weaker teaching and to provide focused professional development for staff.
- The quality of middle leadership is variable. Some middle leaders monitor and enhance the quality of teaching in their departments effectively. However, such good practice is not yet universal. Not all middle leaders are sufficiently active in developing teaching and learning in their subjects so that it improves students' understanding, deepens their knowledge and always enables them to make at least good progress.
- Much data is gathered by the school about, teaching, attendance, punctuality, behaviour and progress. However, the analysis of that data is not sharp enough to ensure that the school knows exactly what is already strong, what needs to improve and how best to make sure that planned improvements take place effectively and consistently.
- The commitment and drive of the headteacher, the effectiveness of the actions taken, and the awareness of and determination to improve teaching and behaviour to ensure at least good achievement, provides strong evidence of the capacity of the headteacher, senior leaders and governors to bring about further improvement.
- The curriculum is broad and balanced and it is helping to ensure that individuals have a range of practical, cultural and academic experiences that prepares them more effectively for the next stage of their education. The curriculum has been revised so that it is more effective in helping students develop their English and mathematical skills.
- The promotion of students' spiritual, moral, social and cultural development is improving. Older students, for example, are thoughtful about the importance of democracy and participating in democratic institutions as evidenced by their enthusiasm for being student councillors on the Student Executive. They understand the value of personal freedom but not all students tolerate different opinions.
- When making decisions about their futures, students, including those in the sixth form, are well supported by the effective independent advice and guidance which is provided for them. This helps to explain why the number of former students not in education, employment or training is low.
- Safeguarding procedures meet current requirements. The inadequate application of systems and processes to ensure the safety of vulnerable students means that the school has much to do to ensure

equality of opportunity for all and to eradicate all forms of discrimination.

- The latest pupil premium spending report focuses on how money was spent and makes reference to students' results in 2014. However, there is no link between specific actions and their associated outcomes. As a result, the impact of the expenditure cannot be fully quantified and it is not clear how effectively the money has been spent.
- The local authority continues to tailor its support to best suit the school. It has recently commissioned a review of progress which has provided senior leaders with an additional evaluation on the effectiveness of the improvements which have taken place and analysis of some of the areas in need of improvement.
- The school monitors closely the attendance, progress and behaviour of students who attend alternative provision.
- **The governance of the school:**
 - The governing body is generally effective and has a strong focus on the improvement of the school.
 - An effective committee system monitors the school's work and especially how funding is allocated.
 - Governors have a good knowledge of the strengths and weaknesses of the school and understand that there is much to do to bring about the improvements needed. Governors report they are better informed than before on what is happening in school. They regularly discuss the school's performance data and provide effective challenge for senior leaders and increasingly for middle leaders.
 - Governors are well informed about the quality of teaching and performance management. They are fully aware of how salary progression is linked to outcomes for students and that staff need to be more strenuously held to account. However, they have not ensured that systems and processes to ensure the safety and well-being of the most vulnerable students in school have been applied effectively enough.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of students requires improvement.
- Since the arrival of the current headteacher, a focus on improving behaviour has led to marked improvements in students' conduct in lessons and around school. Students and staff commented that behaviour is much better; in the words of one older student, which summarise the views of many, 'it feels like a different place'.
- Nevertheless, behaviour is not good because there is still too much low-level disruption in lessons, and too much horseplay around school which some students find intimidating.
- Inspectors observed some boisterous behaviour at break and lunchtimes and at lesson change over times, especially at locations in the school where high numbers of students wished to pass. Senior leaders are aware of the importance of ensuring smooth transitions at all times of the day.
- The school's behaviour policy has helped improve students' conduct. However, there is still too much unacceptable poor behaviour and staff do not apply the behaviour policy consistently.
- Students' attitudes to learning are mixed. The vast majority are keen to learn and want to achieve well. When teaching is not challenging, though, students lose interest and low-level disruption occurs. In some instances, teachers do not always deal with this quickly enough.
- Students are generally polite and respectful to teachers, visitors and each other. There is very little litter and students wear their new uniforms with pride. They are friendly and were keen to share their views of the school with the inspection team.
- A small number of students pose extremely challenging behaviour issues for the school. Senior leaders are focused on improving the conduct and attitudes of this small minority and the firm line taken on what is acceptable and unacceptable helps to explain the current high number of exclusions and detentions.

Safety

- The school's work to keep students safe and secure is inadequate. This is because systems and processes to ensure the safety and well-being of the most vulnerable students in school are not applied consistently. As a result, these students do not feel safe at school, or on their way to and from school on the buses.
- Most students feel safe and know how to keep themselves safe. Nevertheless, students were clear that bullying occurs, not all of which is reported, and that the school has had mixed success in dealing with it.
- Students reported that homophobia, swearing, name-calling and the use of derogatory language is not

uncommon. They are aware of the dangers posed by social media, a message which was reinforced during the inspection through a form period session focussing on this particular issue.

- The school has clear arrangements for ensuring the safety of those students who attend off-site alternative provision whilst out of school. It effectively monitors the behaviour and safety of these students.
- Students' attendance and punctuality is improving. It is approaching the national average. The number of students who are persistently absent has also reduced. Nevertheless, senior leaders are aware that there is much to do to ensure the safety of all students, especially the most vulnerable, as well as to improve further their attendance and their behaviour.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is too variable across the school and it does not promote good progress for all groups of students. In too many lessons, teaching is aimed at the middle-ability students and there is insufficient challenge for most students. Where progress is good, the level of challenge is matched closely to the students' abilities.
- In too many lessons, teachers do not plan well enough so that work set is at the right level. This is because they do not use the prior attainment data to ensure that the work set is suitable for the students given their different starting points. As a result, lessons do not fully challenge and engage these students so that they are able to achieve the grades of which they are capable. This weakness is particularly pertinent for the most able, those who are disabled or have special educational needs, and those who are eligible for support through the pupil premium.
- Questioning used by too many teachers does not encourage the students to develop their understanding and make the progress of which they are capable. In addition, students are not always given sufficient time to develop their own reasoned ideas and arguments before they are required to write at length. As a result, the quality of what is written is somewhat diminished.
- Where teaching is weaker, teachers do not find out frequently enough how well students are progressing in their learning so that they can adjust their teaching accordingly. As a result, students' progress is hindered.
- The quality of marking and feedback by teachers to students is variable as revealed by discussions with students and the scrutiny of students' books. Some marking provided students with a clear picture of what they had done well and what they needed to do to improve with clear strategies on how to achieve this. However, such good practice is not yet universal. As a result, marking and feedback do not consistently support effective learning for all students.
- The impact of teaching on the development of students' English and mathematical skills has not been good over time but they are getting better across different year groups owing to the priority given to their improvement. The work to develop English skills is more advanced than that for mathematical skills.
- Students' reading skills are being developed inconsistently. This is partly because teachers in Key Stage 3 are not using the reading age data with which they are provided to ensure that all students can access appropriate literacy resources. However, at Key Stage 4 the development of reading skills is more effective and older students, including those in the sixth form, use a range of strategies when analysing literacy texts.
- The quality of written work is variable. In some lessons, students are encouraged and supported to explain their knowledge in greater depth. However, this practice is not yet universal.
- The impact of teaching assistants observed was variable. They were most effective when they provided timely intervention and had a thorough understanding of the individuals they support in lessons.
- Nevertheless, there is some effective teaching across the school, including in the sixth form, which promotes good learning and helps students to make good progress.
- Where teaching was most effective, teachers used their good subject knowledge well to extend students' understanding of their work, probe their thinking and encourage them to reflect on what they are learning. In these lessons, students made at least good progress.
- There is good practice in planning, teaching and assessment in the school and, through the weekly professional development sessions, it is beginning to be used to the benefit of all teachers in all departments so that inconsistencies in students' performance can be eradicated.

The achievement of pupils**requires improvement**

- Although there have been some improvements in achievement since the last inspection, the achievement of students still requires improvement because, taking account of their prior attainment, students do not make as much progress as they should, especially in mathematics. In addition, some students, particularly the most able, those who are disabled or who have special educational needs, and those eligible for support through the pupil premium, are not challenged sufficiently. As a result, they do not make the progress of which they are capable.
- Students enter the school with knowledge and skills, especially their English and mathematical skills, which are below the average for their age. This affects the progress they make.
- Attainment is improving, as evidenced by the rise in in the last two years in the proportion of students at GCSE who attained five or more subjects, including English and mathematics, at the higher grades. However, these increases were modest.
- There were marked improvements in 2014 in attainment in some subjects, notably English and science. However, there is too much variability between subjects and volatility over time within some subjects. For example in 2014, some subjects registered a marked decline in the proportion of students gaining grade C and above.
- The school is tackling these issues robustly and current assessments of performance suggest that more students in the current Year 11 are on track to achieve their targets and make better progress.
- In 2014, the school entered students early for English and mathematics in the winter of Year 11. Early entry did not limit the potential of the most able students in Year 11 last year. This practice has now ceased.
- The achievement of the most able students at the school requires improvement. They do not achieve as well as they should because lessons are not always planned appropriately to challenge and support them to do well.
- The achievement of disabled students and those who have special educational needs requires improvement. In recent years these students have underachieved. More effective systems have been put in place to track their performance and to ensure that subsequent support which is provided to help them achieve is appropriate.
- The achievement of disadvantaged students eligible for support through the pupil premium requires improvement. This is because these students are beginning to do better in English. However, this is not yet happening in mathematics.
- Provisional results for the proportion of disadvantaged students making expected progress in 2014 suggest that the gap between these students and other students nationally and the gap between these students and other students in school are narrowing in English. In this subject, the gap narrowed from the equivalent of around one and a half GCSE grades in 2013 to just under one GCSE grade in 2014. However, in mathematics the gap hardly changed and remains at the equivalent of around two whole grades.
- Year 7 students who join the 'catch-up' programme are making better progress in their literacy because of the additional support they receive.
- A small number of students in Years 10 and 11 are educated in off-site alternative provision at a small number of venues, including Wakefield College. These students make expected progress. This is because their courses are carefully matched to their abilities and their academic progress is closely monitored. Plans are in place to ensure that from September 2015 all students in Key Stage 4 will be taught at the school.
- The proportion of former students not in education, employment or training is low. Students' achievement is showing signs of improvement, and their skills in reading, writing, communication and mathematics are being more securely developed. Together these indicate that the school is preparing students more successfully than before for the next stage in their education, training and employment.

The sixth form provision**requires improvement**

- Provision in the sixth form requires improvement because it does not lead to all students making sufficient progress in their courses.
- In recent years achievement has been low and falling. However, decisive action by the head of sixth form has led to an improvement in achievement in 2014. Nevertheless, not enough students are attaining the best grades possible given their different starting points.
- Teaching in the sixth form requires improvement because not enough is good or better. Sixth form leaders are clear, for example, that not all teachers use assessment data to ensure that work is set at the right level for all students. However, where teaching is effective, teachers have thought carefully about ensuring that each student in the group is appropriately challenged.
- The behaviour and safety of students in the sixth form requires improvement. Students enjoy the sixth form and the retention of students from Year 12 to Year 13 is high. They are polite, generally attentive in lessons, and conduct themselves well around school. Nevertheless, their attendance is not good. It is improving but they have not yet fully appreciated the importance of full attendance as a key factor in their learning and preparation for life beyond school.
- Leadership and management of the sixth form are improving. The head of sixth form and deputy have a thorough appreciation of its strengths and weakness. They have introduced some key changes to help secure attainment and achievement. For example, the curriculum has been revised to better meet students' abilities and aptitudes, and the number of teaching hours for each subject each week has been increased so that students have more contact time with their teachers.
- Plans for further improvement are detailed but lack precision. As a result, senior leaders and governors will not be able to monitor progress effectively.

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	108081
Local authority	Leeds
Inspection number	442225

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 pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,189
Of which, number on roll in sixth form	130
Appropriate authority	The governing body
Chair	Chris Peat
Headteacher	Brian Kelly
Date of previous school inspection	14 November 2012
Telephone number	0113 205 9559
Fax number	-
Email address	info@roydsschool.org

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