

Coleridge Community College

Radegund Road, Cambridge, CB1 3RJ

Inspection dates 3–4 March 2015

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

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Academy leaders and governors have not focussed effectively on the areas for improvement from the previous inspection report. They have an overly positive view of the performance of the academy.
- The attainment and progress of disadvantaged students and disabled students and those who have special educational needs have fallen behind other learners in the academy, and gaps widened in 2014.
- The quality of teaching across the academy is not consistently good. Academy leaders have not ensured that teachers plan lessons that cater for the different capabilities of all groups of learners.
- Students do not always have the positive attitudes to learning that will enable them to make accelerated progress. The poor behaviour of a small minority of students has a negative impact on the learning of others.
- Academy leaders and governors have not applied the pupil premium funding or the Year 7 catch-up funds effectively to raise achievement for all of the students these are intended to support.
- Subject and other leaders, many of whom are new in post, have not yet secured the improvements in teaching or assessment in their areas of responsibility.
- Results in the 2014 examinations for science and French were well below national levels.
- The quality of marking and feedback across the academy is not consistently good.
- Leadership of special educational needs and disadvantaged students has not used academy information effectively to measure the impact of different strategies aimed at raising achievement.
- Attendance rates are below average.

The school has the following strengths

- The energy and drive of the headteacher has united the academy and community, and there is a shared common purpose focused on academy improvement.
- The high quality of spiritual, moral, cultural and social education is preparing the students well for life in modern Britain.
- Levels of attainment across the academy have risen steadily over the past three years, and standards in English and mathematics are well above national levels.
- The most-able students and those learning English as an additional language are making good progress throughout the academy.

Information about this inspection

- The inspection team visited 34 lessons to observe behaviour and the quality of learning.
- Six observations were carried out jointly with members of the senior leadership team.
- The inspection team took into account the 58 responses to the online parental questionnaire, Parent View, and the 82 responses to the staff questionnaire.
- The inspection team met with governors, the executive principal of the Parkside Federation and a representative from Cambridge University Press (an academy business partner). They also met with senior, subject and other leaders, and different groups of students, including student commissioners.
- The inspection team scrutinised the academy’s self-evaluation documentation, which included evidence from governing body meetings; the academy development plan; federation strategic priorities; academy policies; and progress information.
- Policies and procedures for the safeguarding of students in the academy and those attending external providers were examined by inspectors.

Inspection team

Pete Sewell, Lead inspector	Seconded Inspector
Anthony Sharpe	Her Majesty’s Inspector
Helen Booth	Additional Inspector

PETE SEWELL IS APPOINTED AS AN ADDITIONAL INSPECTOR, UNDER THE POWERS RELATING TO ADDITIONAL INSPECTORS, IN PARAGRAPH 11 OF PART 2 OF SCHEDULE 12 TO THE EDUCATION AND INSPECTIONS ACT 2006.

Full report

Information about this school

- Coleridge Community College is a smaller than average-sized secondary school.
- Coleridge Community College converted to an academy in 2011 and is part of the Parkside Federation.
- Around two-thirds of students are White British. The proportion of students from a minority ethnic background is above average.
- The proportion of students supported by the pupil premium (money the academy receives to support disadvantaged students such as those known to be eligible for free school meals or in the care of the local authority) is above average.
- The proportion of disabled students and those who have special educational needs is above average.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- A very small number of students in Key Stage 4 follow part-time vocational courses at Parkside Community College. Twelve students attend a part-time, 'step-up' programme at Romsey Mill.
- The academy has undergone considerable restructuring of the leadership and subject leadership teams. Ten newly qualified teachers were appointed in September 2014 and four subject heads.
- Governance arrangements have recently changed and the academy has constituted a local governing body which oversees governance of the academy but which reports to the wider governing body for the Parkside Federation.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring that marking and feedback policies are consistently applied across the academy
 - ensuring that new courses are well understood by teachers in French and science so that lesson planning is closely linked to assessment.
- Improve the quality of leadership and management by:
 - using information from lesson observations, the work in students' books and their current progress information with more rigour to ensure that self-evaluation is accurate
 - remodelling the academy development plan so that there are fewer initiatives, and that they focus more closely on accelerating students' progress
 - strengthen the leadership of special educational needs and disadvantaged students so that all strategies are rigorously monitored and resources used effectively to raise achievement.
- Raise the attainment of disadvantaged students, disabled students and those who have special educational needs by:
 - making sure that all teachers provide work that is appropriate to their individual learning needs
 - ensuring that the progress of these students is closely monitored and that the recording of achievement in different subjects is accurate
 - providing timely intervention when their learning slows and monitoring the impact of this intervention.
- Improve the behaviour of students by;
 - ensuring that the infrequent disruption by a few students is always swiftly and effectively managed
 - planning lessons that engage and challenge students, therefore holding their attention
 - ensuring that systems in place to track the attendance of students are followed up more effectively.

An external review of the academy'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 require improvement because leaders have failed to ensure that the achievement of disadvantaged students and disabled students and those who have special educational needs matches that of other students in the academy. Gaps between their performance and that of their peers widened considerably in 2014.
- School leaders do not have an accurate picture of the effectiveness of the school. Their evaluations are overly generous in their view of the quality of teaching and the achievement of students.
- Governors and academy leaders have too many improvement targets and have not focused sufficiently enough on strategies that will accelerate the progress of disadvantaged students and disabled students and those who have special educational needs.
- Leaders have not used the pupil premium funding and Year 7 catch-up funds effectively to accelerate the progress of the students they are intended to support. Leaders have not rigorously measured the impact of different strategies to see if they are providing good value for money.
- The quality of teaching across the academy is not consistently good. Senior leaders and subject leaders have systems in place to monitor the quality of teaching, but they have not been rigorous enough to ensure that teachers are delivering lessons that challenge all groups of learners sufficiently.
- The leadership of special educational needs and of disadvantaged students has not monitored the impact of different strategies to promote achievement and has not demonstrated that it has the capacity to do so effectively.
- Academy leaders have provided a wide range of opportunities for teachers to extend and develop their teaching and leadership expertise. Teachers comment on how useful they find this training. The large number of newly qualified teachers praise the extensive induction programme. The impact of this training has yet to filter down to the classroom.
- The headteacher has successfully instilled a 'can do' culture amongst the staff and students. Parents and academy staff are highly supportive of the academy leadership. The vast majority of parents that responded to the online questionnaire, Parent View, would recommend the academy to others.
- The academy has worked closely with parents since the last inspection and parent consultation evenings are now well attended. The recently formed parent consultation group has grown rapidly and is challenging academy leaders to improve the academy.
- Students recognise the positive changes that have occurred since the last inspection in the learning environment and the quality of teaching. They also appreciate the opportunities offered by many enrichment activities which take place after school. These include a debating club, STEM (science, technology, engineering and mathematics) club, arts, drama and sports clubs.
- The leadership of spiritual, moral, social and cultural education is outstanding and, as a result, there are many activities and events that promote the values of tolerance and respect amongst the students. This means that they are well prepared for life in modern Britain. Some examples of this include the planned collapsed day looking at the cultural history of Hills Road, a recent visit by the Mayor of Cambridge and the involvement of the National Citizen Service. This is also evident from the positive relationships observed between students, both inside and outside of the classroom.
- The academy's work to promote equal opportunities and tackle discrimination is taught through the humanities curriculum and events such as anti-bullying week. The work is effective in most areas of the school but did not have an impact on the underachievement of some groups of students in the 2014 examinations.

- Students in Year 9 and Year 11 are given effective advice and guidance about their options at Key Stage 4 and when they leave the academy. Students in Year 11 speak very highly of the quality and range of events, which include a careers fair and visits to Cambridge University and Anglia Ruskin University to promote opportunities in higher education and apprenticeships.
- The curriculum is now broad and balanced and meets the needs of all learners. In the past, the science curriculum has not been well planned and this has led to low attainment rates in the three science areas of biology, chemistry and physics. Leadership of science has taken decisive action to change this situation and the current courses on offer will mean that more students can opt to follow a double science award.
- The academy works closely with Cambridge University Press through a scheme called 'Business Class'. This provides mentoring for senior leaders, and students benefit from a range of opportunities that include work placements and mock interviews.
- The work of the academy to promote leadership opportunities for students is outstanding. The student commissioner body is drawn from all year groups within the academy. This highly effective group plays a role in monitoring the quality of teaching through targeted lesson observations and feedback sessions. This work is valued by both students and the teachers.
- The attendance and progress of the students that attend alternative part-time provision at Parkside Community College and Romsey Mill are checked rigorously and regularly.
- The academy receives considerable support through its collaboration with other academies in the Parkside Federation. This collaborative working is becoming closer and more effective over time as teachers and leaders benefit from sharing experiences and training opportunities together. A link with the local authority has provided highly effective support for students learning English as an additional language. This is particularly notable in science, where these students are making good progress.
- **The governance of the school:**
 - Governors have an active role in the life of the academy. Many governors are attached to different subject areas and they take part in subject reviews. They have ensured that the systems to link the quality of teaching to teachers' pay are firmly in place and understood by all. They monitor the quality of teaching, but have not provided sufficient effective challenge to ensure the self evaluation information is accurate. Governors have ensured that statutory requirements for safeguarding students are in place. Information from the minutes of governing body meetings indicates that, while governors do have some understanding of academy information, they have not appreciated the full importance of gaps widening in attainment between different groups of students. They have not ensured that the spending of the pupil premium grant represents good value for money. They have failed to measure the impact of this spending and challenge academy leaders rigorously enough.

The behaviour and safety of students

requires improvement

Behaviour

- The behaviour of students requires improvement. This is because some students do not demonstrate the positive attitudes towards their learning which will enable them to make rapid progress.
- Students exhibit good attitudes to their learning when the lessons cater well for the different capabilities of all learners. When this is not the case, they quickly relax and are content to produce work that does not represent an effective use of their time or abilities. Too often, students fail to capitalise on the constructive written feedback they are given by teachers and, as a result, they do not correct mistakes, and misconceptions develop.
- Some students do not take pride in their work and the books of these students are scruffy and disorganised. This means they are not able to revise effectively and so make better progress.
- The academy has new systems in place to ensure that there is a secure, orderly environment for effective teaching and learning to take place. This has resulted in a rise in the number of short term exclusions as

teachers are starting to use the new systems effectively. In a small number of lessons where the systems are not being applied successfully there is some disruption to learning.

- Students are polite and show respect and tolerance towards each other and visitors around the academy buildings and in most lessons. In a number of lessons, students were observed working collaboratively, which greatly enhanced their learning. In a Year 10 basketball lesson, the students took part in a mini-tournament which they refereed successfully without the intervention of the teacher.

Safety

- The academy's work to keep students safe and secure requires improvement. Attendance rates have remained below national figures. The academy's work to monitor and track attendance is fit for purpose, poor attendance is quickly identified but not followed up rigorously enough.
- The academy's safeguarding arrangements are effective and meet statutory requirements. These were tested by the inspection team and the academy was able to demonstrate the impact of actions taken to ensure that safeguarding arrangements are secure.
- Students feel safe when they are at the academy. They understand the different types of bullying and feel that the academy deals effectively with bullying when it arises.
- The academy has ensured that the few students that follow part-time courses at Parkside Community College and Romsey Mill have good attendance and that appropriate safeguarding arrangements are in place.

The quality of teaching

requires improvement

- The quality of teaching is not consistently good across the academy. Teachers are given useful information about the students they teach but they fail to use this information effectively to plan lessons which enable all students, particularly disadvantaged students, disabled students and those who have special educational needs to make the progress they should.
- Teachers do not always have high expectations of their students. This means they present tasks which are either too easy or do not accelerate learning fast enough in the time available.
- Teachers regularly assess the progress their students make but this assessment is not always accurate. This situation is changing rapidly, particularly in science, but it is too early to see the impact of these changes.
- The academy has recently introduced a new marking and feedback policy but this is not consistently applied. Where marking and feedback is consistent and of high quality, students make rapid gains in their learning, but often this is not the case. In too many lessons, students are not sure how to improve their work or do not respond to the teacher's constructive comments. As a result, learning slows.
- There are pockets of good and better teaching and these result in the students making good progress. In a science lesson, the high expectations of the teacher meant that students were able to undertake a role-play activity to demonstrate the process of diffusion. Students exhibited good attitudes to learning and responded to the high expectations by making rapid gains in their learning.
- The effectiveness of teaching assistants in the classroom has improved rapidly since the last inspection and several were observed having a significant impact on the progress of the students they were supporting.
- Where planning is closely matched to the different capabilities of learners, rates of achievement accelerate. In a music lesson, students were given individualised performance objectives to prepare them for the upcoming assessment. This gave each student challenge and direction which enabled them to make effective use of the time and outstanding progress was made by all.

The achievement of pupils requires improvement

- Disadvantaged students, disabled students and those who have special educational needs did not make the same progress in mathematics and English as their peers in 2014. The gaps in attainment widened considerably. The academy was not able to demonstrate how well disabled students and those with special educational needs, currently in the academy, are progressing.
- In 2014, disadvantaged students were over a grade behind their peers in English, both in the academy and nationally. In mathematics, they were over two grades behind, both in the academy and nationally.
- Attainment levels in French, biology, chemistry and physics were well below national figures in the 2014 GCSE examinations.
- There is an improving three-year trend in overall attainment. In 2014, 50% of students achieved five or more GCSE grades at A* to C including mathematics and English, but this was still below the national average. At 63%, the proportion of students who attained an A* to C grade in English and mathematics was above the national figure.
- The proportion of students making expected progress in mathematics and English is in line with the national average; however, the proportion exceeding expected progress is well above average.
- The most-able students are making good progress. The numbers making expected progress and exceeding expected progress in English and mathematics are well above national figures.
- Academy information indicates that gaps between disadvantaged students and their peers are closing at Key Stage 3.
- The students learning English as an additional language make exceptional progress. These students are well integrated into the academy community and make a valuable contribution.
- The students that attend part-time courses at Romsey Mill and Parkside Community College make good progress.
- The academy does not enter any students early for examinations.

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	136650
Local authority	Cambridgeshire
Inspection number	453734

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	552
Appropriate authority	The governing body
Chair	Anne Campbell
Headteacher	Beverly Jones
Date of previous school inspection	13 March 2013
Telephone number	01223 712300
Fax number	Not applicable
Email address	enquiries@parksidefederation.org.uk

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 2015

