

Ely College

Downham Road, Ely, CB6 2SH

Inspection dates

11–12 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Students' achievement is inadequate in Key Stage 3 and 4. Numeracy skills are especially weak and progress has declined in literacy.
- The proportion of students gaining five or more GCSEs at grades A* to C, including English and mathematics, is low.
- The progress of students who join the academy with typically average, or lower standards of attainment, is inadequate.
- The progress of disadvantaged students is inadequate. Gaps are widening between their attainment and others in the academy or nationally.
- Disabled students and those with special educational needs make inadequate progress.
- Targets for students are unrealistic. Most students cannot accomplish them.
- Changes in staffing and shortages of qualified subject leaders have reduced teaching quality.
- Teaching is inadequate and fails to support students to learn basic knowledge and skills, particularly in mathematics.
- The marking of work is inadequate. The most needy students do not receive effective advice and are unable to improve their work.
- Students' attitudes to learning are poor. Many lack the confidence to try their best.
- Too many students are removed from lessons during the school day owing to behaviour problems. Some younger students and those who are disabled or with special educational needs feel unsafe.
- Leaders' understanding of the academy's performance and quality of teaching is inaccurate. As a result, action plans are not bringing about improvement.
- Arrangements for the management of teachers' performance lack rigour and are not linked appropriately to students' achievement.
- New leaders, in different subjects and at senior level, lack the experience needed to deliver improvement.
- The local governing board has not challenged leaders enough because it has not had an accurate view of the academy's performance.
- A small minority of parents express concerns about behaviour management, students' progress and the academy's response to their concerns.
- Some unaccompanied visitors to the academy are not subject to relevant checks, which is a risk to the safeguarding of students. The movement of some students around the site is not safe. A small number are not safe in their use of the internet.

The school has the following strengths

- The academy's values, 'The Ely 8', are helping to promote students' spiritual, moral, social and cultural development.
- Although the sixth form requires further improvement, students are now supported to study more suitable courses and achievement is improving.

Information about this inspection

- This inspection was carried out under Section 8 of the Education Act 2005 in response to concerns about students' achievement. During the first day, it was deemed a full Section 5 inspection under Section 9 of the Education Act 2005.
- Inspectors looked closely at the achievement of all the students at the academy. They paid particular attention to the achievement of those who join the academy with typically average or lower standards of attainment and those who are eligible for support through the pupil premium (additional government funding for disadvantaged students).
- Information about students' current achievement was studied and was discussed with both senior leaders and a school improvement adviser employed by the academy's sponsor organisation.
- Inspectors observed 37 lessons, some of which were part lessons. Six of these were joint observations with members of the academy's leadership team and a teacher responsible for students who are disabled or who have special educational needs.
- Normal lessons did not take place on the first day of the inspection owing to a planned project-based learning day. As a result, inspectors visited a number of project-based lessons with mixed classes. On the second day of the inspection, inspectors visited a wider range of lessons and subjects. Students' work was looked at in lessons and inspectors also conducted a formal scrutiny of work.
- Inspectors studied a wide range of documentation provided by the academy, including minutes of meetings, self-evaluation records, the academy improvement action plan and policy documents on the college website.
- Visits were made to an assembly and dining areas, and observations were made of how students move around the site at break times and between lessons.
- Safeguarding arrangements were checked.
- Inspectors studied information about the academy's use of sanctions, as well as behaviour and attendance records.
- Inspectors held meetings with senior, subject and other leaders. They also spoke with teachers and teaching assistants. They met with members of the governing body and one of the academy sponsor's education advisers. The views of students were taken into account through formal meetings with students from different year groups. Inspectors also spoke with students in lessons and at different points in the school day.
- The views of 62 staff were considered through the staff questionnaire. Inspectors also considered the views of the 97 parents who had completed the online questionnaire, Parent View, by the end of the inspection. Inspectors took account of correspondence from parents.

Inspection team

David Turner, Lead inspector	Additional Inspector
Chris Ingate	Additional Inspector
Paul Farr	Additional Inspector
Edwin Powell	Additional Inspector
Helen Bailey	Additional Inspector

Full report

In accordance with 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 pupils 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

- Ely College is larger than the average-sized secondary school and student numbers have remained stable since the previous inspection.
- The school is an academy and forms part of the CfBT Schools Trust which is an organisation containing 19 academies and free schools.
- The academy's governing board has local powers of governance which are delegated to it from the Trust.
- The Chief Executive Officer of the CfBT Trust currently exercises full governing power over the financial affairs of the academy.
- There have been several new appointments to the senior team since summer 2014. At the time of the inspection, a number of subject leaders were recently appointed. The mathematics and English departments have been led, since September 2012, by senior staff who are not subject specialists. At the time of the inspection, the acting heads of English and mathematics had been in post for five months.
- The vast majority of students are White British.
- The proportion of students eligible for the pupil premium is below average.
- The proportion of disabled students and those who have special educational needs is above the national average.
- A very small number of students attend part-time provision off-site at Education Youth Services Ltd, Wisbech and The College of West Anglia, King's Lynn.
- The academy has established an alternative provision on-site for students who require support with vocational achievement. This provision is called the Nisai Hub. Nisai Learning manages all areas of teaching and provision within the Hub, which is inspected separately to the academy; 10 students attend this provision.
- The academy does not meet the government's current floor standards, which set the minimum expectations for the students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, including in the sixth form, by ensuring that all teachers:
 - have the subject knowledge to be able to assess students' progress accurately
 - make effective use of assessment information to organise their teaching to support the learning of students whose attainment is typically average, or below average, when they start at the academy
 - marking of students' work gives appropriate advice
 - help students to steadily build on their knowledge and skills so they have the confidence to work hard and try their best in lessons
 - make effective use of teachers' questioning to help students' use, extend and develop their knowledge and understanding across all subjects.
- Improve the rates of students' progress and raise attainment in all key stages by:
 - setting targets for students that are stretching but which are also realistic and achievable
 - ensuring that all students are set work that is suitably challenging for them, especially those who are of typically average, or below-average, ability
 - improving students' numeracy and written literacy skills, in Key Stage 3, to help them succeed with the challenge of GCSE, in Key Stage 4, and academic studies in the sixth form
 - making certain that leaders accurately assess the learning and progress of disadvantaged students to help them to make rapid progress and narrow the attainment gap between them, their classmates and students nationally.

- Improve students' behaviour, safety and attitudes to learning by:
 - carrying out a review of procedures for managing students' behaviour in order to identify and deal with current weaknesses
 - reducing the high numbers of students who are removed from lessons within the academy on a daily basis
 - meeting with students to discuss their views about the management of behaviour and what can be done to support them to make the right choices
 - consulting with younger students and those who are disabled, or who have special educational needs, in order to understand their concerns about their experiences at the academy then act quickly upon this
 - restoring students' respect for their College Council so they have confidence that it will work for them
 - improving the way students currently travel around the site to avoid congestion in some corridors
 - improving supervision throughout dining areas and ensuring that all staff on duty are confident in managing students' behaviour and in applying relevant policy.
 - making sure that students understand the risks of sharing personal information online.

- Rapidly improve leadership and management, including governance, by:
 - the immediate improvement of safeguarding; by ending current arrangements which allow adult visitors studying at the academy, who are not subject to safeguarding checks, to have opportunities for unsupervised access
 - making certain that all leaders' evaluate the quality of teaching accurately by taking full account of students' learning in their work and in lessons
 - improving the management and use of student assessment information so that senior and subject leaders have an accurate view of the achievement of all students
 - ensuring improvement plans are thorough, detailed and timed, so they support the long-term progress, in students' learning, for both Key Stage 3 and Key Stage 4
 - making sure that the curriculum meets legal requirements for delivering religious education across Key Stage 4
 - requiring all leaders to establish clear monitoring arrangements to confirm the impact of their improvement planning
 - ensuring that appropriate professional development is provided for staff and that all teachers and leaders are subject to rigorous performance management arrangements
 - consulting widely with parents on future improvement plans and always acting quickly when parents raise a concern with the academy
 - increasing the capacity of governance, at all levels, so that all relevant duties can be fulfilled appropriately, without potential conflict of interest, so that leaders can be more effectively challenged and held to account.

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

Inspection judgements

The leadership and management are inadequate

- Leaders and managers at all levels, including members of the local governing board, have failed to secure sufficient improvement in those areas identified at the last inspection. This has resulted in a significant decline in the quality of education provided.
- The Principal and senior team have followed policies which have proven to be ineffective, particularly in the improvement of teaching, management of behaviour and development of leadership.
- Leaders have not had an accurate understanding of the academy's performance, particularly when judging the quality of teaching. This has led to an overly generous view of performance during a period of falling standards and inadequate student progress. Arrangements for how leaders judge teaching, when visiting lessons or checking students' work in their books, do not focus sufficiently on how well students learn over time. Some teachers feel that the advice they receive does not help them understand how to improve.
- Arrangements for managing the performance of teachers, and linking their pay to the quality of teaching, are not effective. Teachers' performance targets are unrealistic and are not related to students' progress.
- Inspectors strongly recommend that the academy should not seek to appoint newly qualified teachers
- Although leaders have identified problems in students' achievement and ineffective management of assessment information, their inaccurate view of the quality of teaching has prevented them from seeing how the problems link together. As a result, academy improvement plans have not been organised precisely enough to tackle the underachievement of students and the shortcomings in teaching in the school.
- The school's improvement plan is in the early stages of implementation. The plan does not set out clear arrangements for leaders and governors to check on students' progress. Subject leaders are not yet fully aware of how they will work together on the improvement activities within the plan and some are not clear about how they should apply it in their departments.
- A large number of senior and subject leaders are new in post or temporary. They have been given significant responsibility and are often line-managed by senior leaders who are new to leadership themselves. Some leaders currently lack the experience and skills required to address the existing improvement priorities of the academy.
- Staffing and recruitment problems over the last two years have resulted in shortages of specialist teachers and subject leaders, including in English and mathematics. As a result, the development of subject leadership and quality of teaching has been held back.
- Senior leaders do not make effective use of national information about students' progress and the targets set for students are unrealistic. For the large majority of students, the targets are unreachable. Poor use of assessment information about the progress of students, including the disadvantaged and those who are disabled or who have special educational needs, results in a lack of clarity about their performance. This contributes to a lack of focus in the work that is designed to help them.
- Senior leaders have introduced assessment and marking policies that have resulted in poor support for students in those subjects where they are most in need of help, including in mathematics. Some subjects, and individual teachers, have adopted different approaches. This means that there is a lack of consistency in the way assessment happens. Arrangements to check on marking and the quality of students' work are not effective.
- The curriculum meets most statutory requirements, with the exception of students' entitlement to religious education in Key Stage 4. It offers a broad range of subjects to support students' achievement and personal development but is not providing sufficient support for students' achievement in numeracy and literacy across Key Stage 3 and into Key Stage 4. The academy's project-based approach to learning for

younger students has engaged the interest of Year 7 students and the sixth form curriculum has been improved to ensure more students are on suitable courses.

- The use of the pupil premium is inadequate. The impact of support and use of funds intended for disadvantaged students has not led to an improvement in their achievement. Arrangements for monitoring and evaluating their progress are inadequate, and the information made available about their attainment in Key Stage 3 is inaccurate.
- Leaders' management of behaviour has divided staff and parents and has resulted in students' achievement being disrupted. Around the site, some teachers, including senior staff, do not apply behaviour policies consistently.
- The academy's leaders work with a local teaching alliance of schools in order to share practices in assessment and teaching. These have not been adopted successfully. The CfBT Schools Trust, which sponsors the academy, has allocated more external support since September 2014 but this is not having the effect needed.
- Arrangements for the safeguarding of students are inadequate. The academy ensures that all statutory checks are met for staff, contractors and supply teachers. Several senior leaders are also suitably trained in child protection. However, there are no arrangements in place for checking adult visitors who study on the site and who have opportunities for unsupervised access to students. A small number of staff are also unsure about which governor they could directly contact, with a child protection concern, if no other designated staff were available.
- The extent to which the academy promotes equality of opportunity is weak, owing to the difference in achievement between disadvantaged students and others.
- The promotion of students' spiritual, moral, social and cultural development has been supported by the development of eight key values, 'The Ely 8', which support personal development and future living and careers. Students' understanding of these values is good. The academy's programme of trips and assemblies introduces students to different beliefs, including through the use of visiting speakers. It ensures an international outlook, as well as global citizenship, through work in Kenyan and Malawian schools. These activities and curriculum projects strengthen students' awareness of their own and other cultures. Students are aware of how their country has changed and they appreciate diversity. They appreciate the value of democracy but wish to see their student councils restored to former levels of activity. Older students appreciate the risks posed by extremism.
- **The governance of the school:**
 - Governance is inadequate. While they are suitably qualified and experienced, the members of the local governing board have not been able to form an accurate view of the academy's performance. This is because they have been overly dependent on the picture presented to them by senior leaders. As a result, the local governing body has failed to challenge leaders and hold them to account for the poor quality of teaching, the scale of behavioural problems and the significant decline in students' achievement. The board's monitoring work and regular visits have been based on an unrealistic picture of performance. This has held back improvement.
 - The governing board has not ensured the adequacy of arrangements for students' safeguarding.
 - The governing board has been unable to ensure that the pupil premium fund for disadvantaged students is used successfully to improve their achievement.
 - The governing board has not been effective in linking arrangements for performance management to students' achievement and the quality of teaching.
 - The leadership of the local governing body and its relationship with the Trust's governing body is more complicated than usual because the chair of the local governing body is also employed as a member of support staff at the academy. Potential conflicts of interest have been managed, for example, by the Chief Executive of the Trust taking back certain powers, including finance. These arrangements are ending in March 2015.

The behaviour and safety of pupils are inadequate**Behaviour**

- The behaviour of students is inadequate. Attitudes towards learning are poor, particularly in mathematics. Too many students are removed from lessons on a daily basis.
- Where the quality of teaching has been poor and students have underachieved, students lack confidence. As a result, they give up very easily, or simply refuse to attempt work in normal lessons and during important tests. This is the case in all key stages, including in the sixth form.
- Staffing changes and shortages of qualified teachers have meant that non-specialist teachers and supply staff have had to fill gaps. This has led to some inconsistency in behaviour management. Some students do not always follow instructions and low-level disruption or lack of effort develops.
- Students often show little pride in their work. Presentation is often scruffy and poorly organised because, in several subjects, teachers do not check books and students receive little direction in how to set work out.
- The academy's behaviour policy is based on a 'zero tolerance' approach. This policy has resulted in a very large number of instances of the removal of students from education, and many days of learning have been lost. Achievement has declined during this period. These arrangements disrupt normal learning and teaching for students. At the point of the inspection, the amount of education time lost by students when they are removed was not being officially recorded.
- Although there have been very large numbers of students removed from lessons on a daily basis, the number of detentions and exclusions has reduced since the previous inspection.
- Staff and parents are clearly divided on the way in which behaviour is managed. Some teachers are critical about the way in which they are supported over behaviour, while some parents are critical about the way their concerns are handled by leaders when they approach the academy.
- There are examples where students' movement around the academy leads to overcrowding in some corridors. On these occasions, students do not all behave sensibly, and younger students feel intimidated. Inspectors witnessed examples of jostling and of students being pushed. Some teachers and senior leaders lack the confidence to apply behaviour arrangements consistently in the dining hall.
- During the two accidental fire evacuations which occurred during the inspection, students' behaviour was very sensible at all times.
- Attendance and punctuality have improved since the previous inspection and are above average.

Safety

- The academy's work to keep pupils safe and secure is inadequate. All adults and teachers who enter the academy site to work with children are suitably vetted. These checks meet statutory requirements. However, adults who enter the academy site to undertake courses, in two different locations, are not vetted and can move around unsupervised. This element of safeguarding is inadequate.
- Although several senior teachers are suitably trained for child protection and all staff receive safeguarding training, a small number of teachers do not know who they could approach on the governing body if they had a concern.
- Older students confirmed they felt safe at the academy at all times. Year 7 students and some of those who are disabled or who have special educational needs said they felt less safe. Some Year 7 students believe they experience physical intimidation by older students while the disabled and those who have special educational needs reported much name-calling and other verbal bullying.
- Most older students understand the various forms that bullying can take and know what to do if it occurs.

They believe it is rare and well managed. Records show that instances of bullying are recorded, as are racist incidents.

- A small number of students make unsafe choices when using the internet and they share personal information with people who they do not know.
- Adequate risk assessments cover the normal routine of the academy site, different departments and school trips. Leaders check that students are safe in alternative education off-site and at the new Hub, which is on-site.
- All students spoken to during the inspection were confident they could approach staff for help if they had a problem.

The quality of teaching is inadequate

- Inadequate teaching over time has led to the underachievement of large numbers of students, including those who start at the academy with typically average or below-average attainment, those who are disabled and have special educational needs and those supported by the pupil premium.
- There is not enough teaching of the quality required to raise standards quickly. Lesson visits and students' work show students are failing to make progress because of the very wide variation in the quality of teaching they receive, shortages of qualified staff and poor use of assessment to plan work to the right level of challenge for different students' abilities.
- Students' targets are set by senior leaders. The targets are very high and students are unlikely to reach them. This leads to high failure rates and students continually working below their target, which does not add to their confidence. Equally, some teachers and subject leaders say they lack faith in the targets that are set by leaders to improve their own performance.
- Teaching is poorly organised to support students' development of knowledge and skills across subjects, including in mathematics. Work in books and test results shows students sometimes move on to different topics before they have secured their understanding or skills. They often do not get the chance to return to work, in order to improve what they have not understood, following tests. As a result, in some lessons, older students are unable to attempt basic sums, simple calculations or identify shapes. Some are unable to find the correct answer because of gaps in knowledge when following the steps of solving a problem.
- The marking of books and the advice provided to students does not support students' learning, and so contributes to their inadequate progress.
- Questioning and discussions do not sufficiently challenge students to extend their thinking or reflect on ideas. This is because some teachers lack subject knowledge themselves. However, in a Year 7 mathematics lesson, the teacher was able to support students to figure out and explain the properties of three-dimensional shapes. This was because questions were very well planned and required students to think deeply for themselves.
- Teaching assistants understand the specific learning needs of those students they work with and they show good skills in supporting them. However, there are occasions when they do not act quickly enough to re-engage those students who stop trying.
- Examples of good teaching are seen in the academy. At its most effective, teaching is well organised to support the achievement of the most able, whose progress is better than other students. This is seen in some of the current English and science work. In a music lesson, Year 8 students had been able to compose and perform well-written musical performance pieces owing to supportive teaching which had challenged them to use their knowledge and experience in a very skilful manner.

The achievement of pupils is inadequate

- Students start at the academy with skills and abilities below those expected nationally. Since the previous inspection, students' skills in literacy and numeracy have been declining, especially in numeracy. Their progress across Key Stage 3 is too slow and this contributes to recent and significant underachievement in Key Stage 4.
- The proportion of students gaining five or more GCSEs at A* to C, including in English and mathematics, was below average in 2012 and 2013. It fell sharply in 2014 and, at 39%, was below the minimum expectation set by the government. It was also well below the level that the academy's leaders believed it would be. Likewise, the proportions of students making, or exceeding, expected progress in English and mathematics were below national figures; in the case of mathematics, they were very low.
- Attainment in mathematics was low in 2013 and 2014. Those students taking English language GCSE have achieved higher proportions of better grades. However, students taking other English GCSE routes have achieved below-average grades.
- Assessment information constructed by the academy's leaders during the inspection shows that current achievement for students, in both Key Stage 3 and Key Stage 4, remains inadequate. There is considerable variation in the progress students make across different subjects. Standards continue to be low in both English and mathematics.
- The achievement of large numbers of students with typically average, or below-average, attainment is inadequate. They make lower rates of progress than similar students nationally. The standards they attain in GCSE examinations are also well below average.
- Taking account of their many different starting points, disabled students and those who have special educational needs make too little progress, across Key Stage 3 and Key Stage 4, when compared to other students. Leaders do not take account of their starting points when setting targets, many of which are unrealistic. In some cases, this leads to students studying unsuitable courses, or being entered for examinations at times when they are unlikely to achieve their best.
- The achievement of disadvantaged students is inadequate. These students have received additional support to improve their numeracy, literacy and other learning but there are inadequate arrangements for checking on their progress so as to ensure they do not fall behind. In 2014, the gap in English, between these students and other students nationally, was more than one-and-a-half GCSE grades, while the gap in the academy was just over a grade. The proportion of disadvantaged students making expected progress in English was significantly lower than others in the academy and nationally. In mathematics, the gap between disadvantaged students and others nationally was the equivalent of around two GCSE grades, while the gap at the academy was just over a grade. The proportion of disadvantaged students making expected progress in mathematics was significantly lower than others in the academy and nationally. Across the academy, these gaps are widening in Key Stage 4 and information provided by the academy about Key Stage 3 is inaccurate.
- The achievement of the smaller numbers of most-able students requires improvement. Their attainment is close to similar students nationally but their progress in English and mathematics is slower. The proportion of these students attaining the highest grades in GCSE subjects is low in mathematics and science but has been similar to national figures in English.
- The development of numeracy skills is inadequate over time. Many students lack confidence and skill in basic number work and calculations. Many are unable to apply their knowledge to mathematical problems, or use the results of their calculations for a purpose such as interpreting data from a table. Current assessment information in Key Stage 4 shows significant gaps in their knowledge, with only a relatively short time before their GCSE examinations.
- Early entry for mathematics has been stopped. In both 2013 and 2014, most Year 11 students were entered early. Many were not ready for their examinations at this point, particularly the most vulnerable students.

- The development of literacy skills is more successful than for skills in numeracy, although progress in this aspect is still below national. Students are supported to read several times a day and they are more confident as a result. There are more opportunities provided across different subjects to allow them to practise writing and to develop their analytical skills. In history, the most able are supported to develop balanced arguments, while, in English literature, there is evidence of successful development of understanding characterisation and structured writing.
- The progress of students who receive additional help as part of the Year 7 'catch up' programme requires further improvement. These students are correctly assessed but are not helped to make enough progress in the development of their knowledge of phonics (the sounds made by letters), their reading skills or their understanding of basic mathematics.
- The small numbers of students educated off-site are studying suitable courses. Taking account of their different starting points and personal circumstances, their progress is good.

The sixth form provision

requires improvement

- Although further improvements are needed, the sixth form has made a number of important improvements in achievement, teaching, curriculum and guidance since the previous inspection.
- The sixth form has grown in size by attracting students who have completed their education to age 16 in other schools and its leader has ensured that it offers students relevant courses which are suited to their needs. There has been an increase in the choice of vocational and applied courses. These are popular. Before students join the sixth form, they receive more helpful advice and guidance than in the past and checks on their suitability for courses are also more thorough.
- The head of sixth form has improved the quality of checks on teaching and progress across different subjects and year groups. This has enabled more students to receive the support they need as they study and it has also helped to improve the quality of teaching. Consequently, the achievement of sixth form students in academic and vocational studies has improved since the previous inspection, particularly in the vocational subjects. In 2012 and 2013, results rose as progress improved. In 2014, vocational subjects matched or rose above national results. Although the results in academic subjects did not meet the minimum expectations set by the government, current progress and standards are rising.
- The proportion of students going on to university, at the end of Year 13, has risen to almost two thirds. Those who study vocational courses leave for work or suitable training. Consequently, the number of students not in education, employment or training has fallen.
- The proportion of students who attain a grade C in English and mathematics in the sixth form, having failed to do so in Year 11, is increasing. During autumn 2014, almost half of these students attained the grade in the first examinations. Teachers are working to support the achievement of those students who remain on these courses. However, in some classes, the attitudes to learning of students require improvement because they do not apply themselves as well as they should.
- Students prefer the increased vocational character of the sixth form and appreciate the support offered to them by their tutors. Older students agree that teaching has improved.
- Students say they do not feel effectively represented by the Sixth Form Council and they would like to see its role improved. They are active across a range of clubs and societies, including drama, sports, charities such as Children In Need, and in preparing their own social events including this summer's ball. Students are proud of the academy's work in central and east Africa and they intend to continue this tradition.

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	137779
Local authority	Cambridgeshire
Inspection number	456363

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

Type of school	Secondary
School category	Academy sponsor-led
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	1295
Of which, number on roll in sixth form	240
Appropriate authority	The governing board
Chair	Ben Gibbs
Principal	Catherine Jenkinson-Dix
Date of previous school inspection	26 February 2013
Telephone number	01353 667763
Fax number	N/A
Email address	office@elycollege.co.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

