

# Medina College

Fairlee Road, Newport, Isle of Wight, PO30 2DX

**Inspection dates** 10–11 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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
Sixth form provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching, although improving, is inconsistent. Students learn better in some lessons and subjects than others.
- Teachers' questioning of students in lessons is not always sharp enough to promote good learning.
- Teachers' feedback to students, and the marking of their work, are improving, but are inconsistent in quality.
- Examination results, and the progress students make, although improving, are not as good as they could be.
- Students too often fail to concentrate in lessons, particularly when the teaching does not interest them. Expectations of behaviour are not always clear.
- Students speak articulately and knowledgeably about their learning. The school does not yet have robust systems to find out and use the views of students to inform its planning.
- Students' skills in literacy are not always strong enough. The school has too few reading books.
- The work of middle leaders is developing, but is not yet consistent or sufficiently effective.
- Teaching and the progress of students in the sixth form require improvement.
- New initiatives that the senior leaders have rightly introduced to improve the school need more time to embed and develop.
- Students' spiritual, moral, social and cultural development requires improvement, as do their opportunities to learn about fundamental British values.
- Homework is not set consistently across the school, which some parents have noted.

### The school has the following strengths

- The school offers a wide and relevant range of subjects, which broadly meets students' needs at all levels, including the sixth form.
- The new headteacher, and the senior team, provide a clear sense of direction and purpose. They evaluate the school accurately.
- Pupil premium funding is well spent and the performance of disadvantaged students is improving.
- The governing body is well organised, supporting and challenging the school to improve.
- Students feel happy and safe in school. They enjoy each other's company. They receive valuable guidance about careers and course options.
- A well-constructed programme of support and teaching in literacy and mathematics for lower attaining students is beginning to bring real improvement to students' basic skills, especially in Years 7 and 11.
- Students learn well and achieve high grades in some subjects, including history, geography, art and music.

## Information about this inspection

- Inspectors made full observations of 43 lessons across all year groups and subjects. They visited many more lessons briefly when touring the school, often with senior leaders. They looked at students’ work, talked with students and attended tutor periods and an assembly.
- Inspectors scrutinised several documents, including school strategic plans, minutes of meetings, data showing the progress of students and their attendance, information about how the school safeguards students and the school’s own self-evaluations.
- The inspectors held discussions with members of staff, parents, the governing body and representatives of the local authority (Hampshire County Council operating on behalf of the Isle of Wight Council).
- They took account of 53 confidential staff questionnaires and the 104 responses from parents to Parent View, Ofsted’s online questionnaire.
- This was a coordinated and simultaneous inspection with that at Carisbrooke College. Because the two schools are jointly responsible for it, the section about the sixth form is identical in both schools’ reports.

## Inspection team

Robin Hammerton, Lead inspector

Her Majesty’s Inspector

Jerry Giles

Additional Inspector

Stephanie Matthews

Additional Inspector

David Howley

Additional Inspector

Wendy Delf

Additional Inspector

## Full report

### Information about this school

- This large secondary school is federated with Carisbrooke College, within the Island Innovation Trust. The schools share a governing body and a large sixth form, which is situated on a separate campus in Newport.
- The headteacher has been in post since September 2014.
- The school meets the floor standards, which are the government's minimum benchmark for students' attainment and progress.
- A small number of students take courses at the Isle of Wight College, as well as attending lessons within the school. A few students attend the Island Learning Centre (Thompson House) and others the Bournemouth Football Academy.
- Almost all students are of White British heritage. The proportion of disabled students and those with special educational needs is slightly above average.
- An above average proportion of students is entitled to pupil premium funding, which is given mainly to support students entitled to free school meals, as well as Year 7 catch up funding which is for students whose attainment in literacy at the end of primary school is low.
- The school sustains its specialism in the arts.

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

- Improve teaching across the school by:
  - sharpening and deepening teachers' questioning of students
  - improving teachers' verbal feedback to students and their marking of work
  - giving more time to students to respond to teachers' marking comments
  - listening to, and using, the views of students about how they learn best
  - providing more opportunities in lessons to promote students' spiritual, moral, social and cultural development and their understanding of fundamental British values
  - setting homework in a more consistent pattern across the school.
- Continue the improvements in students' reading by raising the quality and range of reading books available to students and by ensuring that teachers in class reading lessons in Years 7 and 8 directly teach specific reading skills.
- Increase the impact of the work of middle leaders on teaching, learning and the curriculum in their areas of responsibility.
- Improve students' sometimes inattentive behaviour during lessons, by:
  - ensuring teaching fully engages students
  - challenging students more quickly when they fail to concentrate
  - ensuring staff and students are clear about the expectations for behaviour, which are then applied consistently.

## Inspection judgements

### The leadership and management

### require improvement

- Led by the headteacher, senior leaders are clear about the need to improve educational attainment, which is a longstanding local concern. This vision, expressed in the motto 'aspire and achieve', is becoming well understood amongst the school community.
- Senior staff know the school well. Working productively together, they have started to make sensible changes to the school's systems and culture. There is a firm focus on improving teaching. This work has started to have a positive impact, but is at an early stage.
- School leaders are keen to provide equality of opportunity, fostering good relations, and tackle discrimination. There are no groups of students who fare significantly better or worse than others.
- Middle leaders, responsible for subjects or houses, work hard and feel motivated. They are doing increasingly useful work. However, the headteacher is aware that these crucial roles need to develop much further and that middle leaders need to take on further responsibility and accountability in their areas of responsibility.
- The school provides a broad and interesting curriculum for its students, with a wide range of subject options. Rightly, it is under review to see if further improvements can be made. Students receive useful careers guidance which they value, learning about the world of work. Teaching and the curriculum do not yet, however, help students learn about key British values sufficiently.
- The school has effective and well-ordered processes for safeguarding students, which meet statutory requirements.
- The school manages provision for disabled students and those with special educational needs suitably and this is improving. There are higher aspirations for these students.
- The school manages its provision for improving the reading skills of low-attaining students in Year 7 well.
- An assistant headteacher manages the mathematics department capably, taking it over this school year after poor results in 2014.
- Parents have mixed views about how easy it is to approach the school. Some find this straightforward, whilst a few others feel that the school does not communicate well with them about how it is dealing with their children's specific needs.
- The headteacher convenes regular meetings of the school council. This is made up entirely of Year 11 students, which limits the involvement of others, and opportunities for their views to be heard.
- Senior staff routinely ensure that students who attend alternative provision away from the school site are safe and well cared for. These students attend regularly and behave suitably. Staff check carefully the educational outcomes for the students, who generally achieve well.
- The local authority has limited involvement in supporting improvement. The headteacher agrees that this is a source of support and challenge which the school should use better.
- Senior leaders allocate pupil premium funding, and Year 7 catch up funding, thoughtfully. They check its influence on students' academic and personal progress carefully.
- **The governance of the school:**
  - The governing body is suitably organised. Its members show considerable commitment to raising educational outcomes for young people on the island and avoiding underperformance. They ask suitably robust questions of the school's senior staff to check that the outcomes for students, and the quality of teaching, are sufficient and improving. However, they do not always follow up, or return to, their questions of senior staff to best ensure improvement continues over time. Governors make useful visits to the school, but recognise that their purposes could be more clearly defined, by being related to specific aspects of the school improvement plan for example.
  - Governors have established suitable procedures for managing the performance of the headteacher and staff. Learning from Carisbrooke College, they are establishing better systems, with the headteacher, for ensuring the pay progression of staff is effectively and fairly managed.

### The behaviour and safety of pupils

### require improvement

#### Behaviour

- The behaviour of pupils requires improvement.
- Most students behave appropriately in lessons. They conform to what is expected of them and take part in the learning tasks set.

- However, some students realise that they can opt out of active participation in lessons. Teachers leave them alone as long as they do not become very disruptive. As a result, minor misbehaviour, such as unnecessary talking and fidgeting, occurs too often.
- A number of members of staff expressed concern in their questionnaires about such low level disruptive behaviour. In the better managed lessons, however, students' behaviour improves.
- Students are thoughtful towards each other and generally polite. They are keen to talk about their school to adults and each other. They behave sensibly in dining areas and assemblies.
- Students' punctuality to lessons is variable. In some lessons, students arrive late. In others, such as those observed in physical education, staff make their expectations clear and lateness is uncommon.
- The school has strong anti-bullying processes. Racial and homophobic incidents have reduced this year. Students feel that any bullying, where it occurs, is properly addressed. However, more widely, they notice that the application of behaviour procedures and policies by staff is inconsistent.
- Attendance is a slightly below average, but is improving. The school's procedures for promoting regular attendance are well organised.
- The rate of student exclusions is higher than average, and has risen again recently after a fall. The headteacher considers that he has had to make a clear stand on any unacceptable or disruptive behaviour.

### Safety

- The school's work to keep pupils safe and secure is good.
- Students feel safe in school. Students, from the youngest to those in the sixth form, know the safety rules clearly, especially those about e-safety. They mainly apply them sensibly.
- Students' safety and well-being are enhanced by the active, but sensitive, support of adults. This includes volunteers, such as school pastors from local churches.
- The school has developed strong procedures for safeguarding its students. It effectively protects and looks after the needs of students who may be, or become, vulnerable in some way. Members of staff know the procedures for safeguarding students well and receive appropriate and regular training in this. Staff are also highly trained in first aid.

### The quality of teaching

### requires improvement

- The quality of teaching is improving. Teachers comply with recent instructions and suggestions from senior staff about explaining the purpose of lessons to students, for example. Teachers are confident to try new approaches. This helps to ensure a minimum standard is reached.
- However, there remain many inconsistencies in practice and in the quality of teaching between, and within, subject departments. Students who spoke with inspectors identify these inconsistencies.
- The quality of teachers' questioning of students is mixed. Often the questions teachers ask of students do not require sufficiently complex answers, or for students to explain their thinking sufficiently to deepen their learning.
- The students who met with inspectors were very insightful. They have clear and useful ideas about how they each could learn best. However, they do not take full responsibility for their learning, relying overly on teachers. They feel they need help to learn how to do more for themselves.
- Teachers often provide encouraging verbal feedback to students. This is in the form of comments such as, 'Super!' or 'You've made a good start.' These motivate students, but do not give specific guidance to students about how they can improve their work and make faster progress.
- Teachers generally mark students work thoroughly, complying with the expectations of senior staff. Students appreciate this. Like the verbal feedback, however, it does not consistently tell students what they need to do to improve. Even where the marking is very precise, students do not always have enough time to respond to the comments. Some of their responses are simplistic, for example, 'It went ok.'
- Teachers follow the school's new system for assessment in lessons, based on measuring students' progress against levels and sub levels. This helps staff and students to focus with greater rigour on how well students are doing. It is rightly a temporary measure while the school considers alternatives.
- Older students, preparing for examinations, sometimes feel they are going over things in lessons that they already know and not what they need to learn and revise most.
- The teaching of mathematics has improved notably. For example, in a Year 11 lesson about solving simultaneous equations, the teacher set challenging work, which was suitably adjusted in difficulty to suit the needs of particular students. The teacher successfully ensured that students could apply this learning in an examination by giving them a demanding GCSE question.

- The teaching of reading is improving in Year 7, especially for pupils with low reading scores from their primary schools, through the school's 'combined curriculum' and 'fast track' interventions. These are appropriately partly funded by the pupil premium and Year 7 catch-up funding. Year 11 students also particularly benefit from 'fast track' interventions.
- Year 7 and Year 8 students all have useful dedicated reading time through an 'accelerated reader' programme. However, in the class reading lessons, teachers miss opportunities to teach the students specific reading skills, instead simply supervising and encouraging students. The range of reading books available for students to choose from the library is not yet wide enough to meet all pupils' interests fully.
- The physical education department has developed a better approach to core lessons for students in Years 10 and 11, which are well taught. Students make real choices, which they like, and participate actively. They take responsibility by refereeing or checking how many calories they have burned. Some students enjoy playing neatball, a traditional, mixed-gender, Isle of Wight game.
- Homework is set inconsistently across the school and not always closely enough linked to the work in class.

### The achievement of pupils

### requires improvement

- Students enter the school with attainment in English and mathematics from their primary schools which is, in general, significantly below average.
- In 2014, about half of students gained five good GCSE grades, including English and mathematics. Fewer students than average gained five GCSEs at any grade. Students did not reach their ambitious targets, set by the school, because their progress was not good enough.
- There was considerable variation between subjects. Results in mathematics were particularly low. In English, students' progress was about average. Many students did very well in humanities and arts subjects.
- The school, nevertheless, sustained the considerable improvement it had made in 2013 from a low set of results in 2012.
- The school's data indicate that the current Year 11 cohort is making improved progress this year, which is in line with national expectations. This was seen too in lessons. For example, in a Year 11 science lesson, students successfully consolidated their knowledge of electricity generation. In geography, students confidently explained the differences in pollution in two cities. Students thought out their GCSE music compositions creatively and in depth.
- The students entitled to the support of the pupil premium made as good progress as other such students nationally in 2014. Because they came from below average starting points, however, their GCSE grades, and average point scores, were below average compared to all students entitled to pupil premium nationally. The gap between their achievement and that of their classmates at the school promisingly reduced. It is now about in line with the national average. The school's data indicate that this is also true for current cohorts.
- Disabled students and those with special educational needs make progress which is in line with the other students in the school.
- In 2014, girls underperformed at GCSE compared to boys, when compared to national average scores. However, inspectors found no current evidence of significant difference in the quality of provision or outcomes for boys and girls.
- Senior leaders have decided that no students should take GCSE examinations early, reversing a former policy. This is aimed at ensuring that students can achieve the best grades possible.
- Results for more able students show improvement since the last inspection, when this was a particular problem. More students are reaching higher GCSE grades, especially in the best taught subjects. Students who join the school with above average attainment from primary schools make progress in line with national expectations.
- Pupils' attainment in Years 7 and 8 is rising in English and mathematics. The school checks this carefully. Lower attaining Year 7 students who read to an inspector did so with confidence. They were able to decode fairly complex words such as 'conjuring' and 'essential' correctly, using phonic knowledge (linking letters and sounds). They showed sound comprehension of the texts they read. The literacy skills of some older students, however, remain too low.
- In discussions, students showed some understanding of the importance of core British values, such as democracy and tolerance. They could explain useful learning in religious education about the different faiths, but were less clear about why this is important to their future lives in modern Britain. There is other evidence around the school of some worthwhile learning about faiths and cultures, including a very recent

visit by staff and students to Bangladesh. Students show reasonable spiritual, moral, social and cultural development. The headteacher agrees that these matters all require further work and improvement.

### **The sixth form provision** requires improvement

- The sixth form is improving. Its purpose within the local area is sharply defined and appropriate, helping to raise aspirations. Its leaders show determination and clarity of thought. They manage the sixth form effectively and it operates smoothly.
- Students make broadly average progress throughout the sixth form, from below average starting points at the end of Year 11. Consequently, the profile of grades they achieve is below the national average.
- Students perform particularly well in some subjects, such as art and design, geography, government and politics, psychology, music, fashion and film studies. Subjects where they perform less well include the sciences, mathematics and sociology.
- The quality of teaching is inconsistent, as in both schools. Staff do not always provide challenging enough work for students, based on their individual needs and prior attainment. Students do not consistently follow up teachers' marking comments and thus improve their work. However, teachers generally demonstrate strong subject knowledge and prepare students suitably for specific examination requirements. Teachers and students enjoy constructive relationships.
- Students' behaviour in lessons is of mixed quality. On occasion, students lose interest in the lessons and become distracted. When the teaching is at its best, students fully engage and make strong progress.
- Attendance is below average. Some students have got into bad habits and consider that being present in some lessons is not required. For the most part, however, students are happy and cooperative. They appreciate the personal support and well-focused advice staff provide, including for university applications and careers guidance. They value the wide range of course options.
- The sixth form offers students some opportunities for personal development, including participation in a very well-attended and successful Duke of Edinburgh award scheme. Students feel secure within the sixth form and show sound awareness of how to keep safe, including in relationships and when using the internet.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	136010
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	453649

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

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,374
<b>Of which, number on roll in sixth form</b>	253
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jonathan Finch
<b>Headteacher</b>	Richard Williams
<b>Date of previous school inspection</b>	13 March 2013
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