

CfBT Inspection Services
Suite 22

West Lancs Investment Centre T 0300 123 1231

Maple View

Skelmersdale

WN8 9TG

Text Phone: 0161 618 8524

enquiries@ofsted.gov.uk

www.ofsted.gov.uk

Direct T 01695 566932

Direct F 01695 729320

Direct email: hcarnall@cfbt.com

25 March 2015

Ms Ros McMullen
Executive Principal
David Young Community Academy
Bishop's Way
Off North Parkway
Seacroft
Leeds
West Yorkshire
LS14 6NU

Dear Ms McMullen

No formal designation monitoring inspection of David Young Community Academy

Following my visit to your academy on 24 March 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about behaviour at the academy.

Evidence

Inspectors considered evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- discussion with academy leaders and staff.

Having evaluated all the evidence I am of the opinion that at this time:

Leaders and managers are starting to take effective action to improve behaviour and secure consistently positive attitudes to learning.

Context

There are 1017 students at the academy. The proportion of students known to be eligible for free school meals is well above the national average. The proportion of students identified as having special educational needs is broadly average. Those supported with a statement of special educational needs is below average. The number of students from minority ethnic groups or who have English as an additional language is broadly average. The proportion of students who join and leave the academy other than at the usual times is typical of that found in most secondary schools. The Principal is leaving at the end of this term and the process is underway to recruit a new Principal.

Behaviour and safety of pupils

Observations at the beginning of the day show the vast majority of students arrive on time in a pleasant and relaxed manner. Their appearance is smart and they wear the correct uniform. They behave sensibly as they enter the academy and staff are there to meet and greet students as they make their way to their first lesson. A minority of students are not punctual and staff on duty urge and encourage these students to get to their lessons quickly.

During break and lunchtimes students behave well and queue for food in an orderly manner. They chat to each other sensibly and politely. Lunchtime supervisors confirm that students are typically polite and say please and thank you when they have been served. There are, however, instances when some students leave empty crisp packets and drink cans lying around for others to tidy away both in the dining rooms and out in the play areas.

Students move around the building safely and teacher supervision is appropriate. Students are inquisitive, polite and willing to open doors to visitors. They are keen to talk about the improvements they have seen in behaviour over time. Green Card reports are helping some students improve their behaviour and punctuality to lessons. Students appreciate the increased focus on rewards for good behaviour, including the recently introduced Golden Tickets which reward well behaved students with unexpected treats.

In lessons across subjects and year groups, many students show positive attitudes to learning. Students typically work with focus and purpose and are often keen and willing to work on their own or with others. For example, in a Year 7 performing arts lesson, students worked well together and demonstrated high levels of enthusiasm as they put together their dance routines. Students in Year 11 often show very good attitudes to learning as they work productively with their teachers preparing for their examinations. They are keen to listen to helpful advice noting down this information in their exercise books and ask pertinent and interesting questions.

Occasionally attitudes to learning are not as positive. Progress can slow when a small number of students, often younger ones, are too busy chatting when they should be working, do not arrive to the lesson on time or with the right equipment.

Some swing on their chairs or slump on their desk. Teachers do not always challenge these weaker attitudes to learning quickly or effectively. Few teachers remind students of what it means to have good attitudes to learning and there is little evidence of classroom expectations shared clearly and visibly in rooms.

In recent months senior leaders have reviewed and revised the way that behaviour and safety is led and managed. The 'Support for Learning' team now concentrate on improving behaviour, attendance, family engagement and safeguarding. They work well together and there are signs that attendance is starting to improve and persistent absence is falling. Current data show that the number of fixed term exclusions is reducing. Vulnerable students are well supported by the academy. Effective and personalised use of alternative provision has resulted in reduced exclusions, and improved attendance and behaviour for this group of students as well.

Important changes have been made to the way internal exclusion is used. Alongside being a sanction for misbehaving, students are helped to reflect and modify their behaviour to avoid repeat offences. This approach is starting to have an impact and this term has seen a significant reduction in the use of internal exclusions. Students have welcomed the simplified use of 'Poor Choice' points and say that it is helping to further improve behaviour across the academy. Students confirm that the recent changes have led to improvements describing typical behaviour in the academy as 'calm and settled.'

Priorities for further improvement

- Continue to reduce overall and persistent absence and improve punctuality.
- Ensure all staff effectively manage those students who are not demonstrating positive attitudes to learning.

I am copying this letter to the Director of Children's Services for Leeds, the Secretary of State for Education, the Chair of the Governing Body and the Academies Advisers Unit at the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Phil Smith
Her Majesty's Inspector