

Balby Carr Community Academy

Weston Road, Doncaster, South Yorkshire, DN4 8ND

Inspection dates

13–14 May 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	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
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

- From their starting points, students do not make good progress and do not reach high standards in many subjects, particularly in mathematics. Therefore, achievement requires improvement.
- Disadvantaged students do not make good progress across different subjects. Progress and attainment gaps between these students and their peers are not consistently closing.
- The quality of teaching requires improvement. Not enough is done to ensure that learning activities meet students' needs well. This is due to a lack of checking of students' understanding through marking. This also means teachers do not regularly offer students feedback to support improvement.
- Students' conduct around the academy is too variable. At times, students do not demonstrate enough respect for one another or for staff.
- Students' attitudes to learning are not always positive. Too often, students become distracted easily and do not complete work.
- At times, students are disruptive in lessons, and arrive late to lessons, which wastes learning time.
- Leaders from the Trust and within the academy have not been effective enough in ensuring that teaching has improved significantly.
- Leaders from the Trust and within the academy do not use assessment systems to ensure that teachers set ambitious targets for students. As a result, students do not make good progress.
- Governance requires improvement because the interim executive committee has not challenged the setting of low targets. Governors have not ensured the gaps between disadvantaged students and their peers are closing. This has meant achievement is not good enough for different groups of students.
- The effectiveness of the sixth form requires improvement. The achievement of students is too variable across different subject areas. Where students re-sit English or mathematics GCSEs not enough gain the qualification.

The school has the following strengths

- Attendance has improved well since the academy opened, due to the effective work of leaders from the Trust and within the academy.
- Some achievement in the sixth form is outstanding, such as sociology.
- Students feel safe in the academy and know how to keep themselves safe in a variety of situations.
- New appraisal systems ensure teachers are more accountable for the achievement of students.
- Since the academy opened, leaders have tightened up on behaviour management. There are now fewer serious behaviour incidents.
- Achievement in some areas is good, such as art and design technology.
- Checks on provision since the new headteacher started in September 2014 have led to more rapid improvements in teaching and achievement.

Information about this inspection

- Inspectors observed a wide range of part-lessons, four of which were observed jointly with members of the senior leadership team. Some of the students' work was scrutinised jointly with members of the senior leadership team.
- Inspectors observed and spoke with students during lessons and at break times. They also met formally with groups of students from Key Stages 3, 4 and 5. The team also observed tutorial sessions.
- Meetings were held with senior and middle leaders. Meetings were also held with members of the Interim Executive Committee, including the Chair of the Committee. Meetings were held with members of the Trust who work with the academy on a regular basis.
- Inspectors observed the academy's work to monitor teaching and looked at case studies of certain students' needs and students' work in their books. They also reviewed a range of documents, including the academy's arrangements and policies for safeguarding, performance management procedures, and the students' attendance data. Inspectors also looked at information about students' progress and attainment.
- There were 10 responses to the online questionnaire (Parent View) which were used to help inspectors to gauge the views of parents. Staff at the academy responded to a staff questionnaire, the outcomes of which were considered by the inspectors.

Inspection team

Fiona McNally, Lead inspector	Additional Inspector
Andrew Henderson	Additional Inspector
Daniel Murray	Additional Inspector
Bimla Kumari	Additional Inspector
Barbara Waugh	Additional Inspector

Full report

Information about this school

- This is a larger than average secondary school.
- The academy converted to become an academy school in the Wakefield Cities Academy Trust on 1st November 2013.
- The majority of students are White British.
- The proportion of disadvantaged students supported through the pupil premium is larger than the national average. (The pupil premium is additional government funding to support students who are known to be eligible for free school meals or are in the care of the local authority.)
- The proportion of disabled students or students who have special education needs is larger than the national average.
- A small number of students attend the Learning Centre on site to support their behaviour needs.
- The academy meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in reading, writing and mathematics by the end of Year 11.
- Until recently, the academy has had an Interim Executive Committee in place, replacing governors. A local governing body was put in place in April 2015. These governors have not yet met as a group and therefore did not attend for discussions during the inspection.

What does the school need to do to improve further?

- Raise achievement across all key stages and in particular in mathematics, by increasing the quality of teaching, by:
 - regularly checking on students' understanding and using the checks to inform the planning of activities, which meet students' needs closely
 - marking work regularly to assess students' needs and to offer feedback to students which advises them how to improve their work
 - offering students appropriate opportunities to respond to feedback
 - giving students the chance to articulate themselves fully in class, thus supporting their oracy development
 - offering students the opportunity to discuss learning more deeply.
- Work to ensure that students' attitudes to learning are more consistently positive and that their conduct around the academy improves by ensuring all staff adhere to the new behaviour systems in place.
- Improve the leadership and management of the academy, including that of the Trust, by:
 - ensuring that assessment systems are coherent and understood by teachers
 - ensuring that targets set by teachers for students are ambitious for all groups of students and that they are based securely on students' prior attainment
 - ensuring that checks on the quality of teaching are rigorous and used in a timely manner to affect changes where required
 - ensuring that teachers adhere consistently to leaders' policies regarding behaviour management and marking students' work.

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

Inspection judgements

The leadership and management

requires improvement

- Leadership and management have not ensured that there is no weak teaching apparent in the academy. Improvements have been seen in many areas and in some areas there is good teaching. However, too much teaching requires improvement.
- The checking on teaching has not been rigorous enough. Although the identification of the weakest teaching has been made, the response to these weaknesses from the Trust has not been rapid. As a result, students' achievement has not improved quickly enough.
- The academy's overall evaluation of its provision is accurate. However, leaders do not provide sufficient detail to demonstrate a clear understanding of where the most vulnerable areas are and what still needs to be done to guarantee rapid improvement in teaching and students' outcomes.
- The system to appraise the quality of teaching has improved significantly this academic year. The new headteacher and Trust leaders ensure that teachers are now fully accountable for their students' outcomes and for meeting challenging targets. Teachers agree that this is an area of significant improvement and is starting to have an impact on students' outcomes, although further improvements are needed and over a more sustained period of time.
- The leadership of students who have special educational needs or who are disabled is not fully effective. The needs of students are not always closely considered and this means these students do not receive support that moves their learning on rapidly and allows them to overcome certain barriers to learning.
- The leadership of students who are disadvantaged requires improvement. The spending of the pupil premium funding has not been effective. It has not resulted in more rapid progress of these students. The attainment and progress gaps between these students and their peers in the academy and nationally is not closing quickly enough.
- The quality of middle leadership is variable and not consistently good. Some middle leaders can demonstrate how they have affected change and improvements to teaching and students' outcomes. Other are not able to demonstrate this strong impact and do not ensure that teachers within their teams adhere positively to policies implemented by the Trust and leaders within the academy.
- The assessment of students requires improvement. The academy uses a system implemented by the Trust, but this is not used well by teachers. The variety of assessment systems causes confusion for teachers, who use a different system than leaders use. As a result, the information teachers use to inform planning is not the same as that used by leaders, including those from the Trust, who have brought the system to the academy. As a result, targets set for students lack challenge and in some subjects, the targets used by teachers are not the same as those set by leaders. As a result, learning does not match students' needs closely and students' achievement is not good.
- Leaders from the Trust and within the academy have not ensured that policies are adhered to. This is the case with the new behaviour management system. It is also apparent in term of the marking and feedback policy which is not embedded in many subject areas. The support from the leaders from the Trust and in the academy has affected improvements in English in this area, but not in mathematics, science, languages or humanities on a consistent basis. Where the academy's policies are adhered to consistently, they have a positive impact on learning.
- The leadership of behaviour is improving, as seen by improvements in attendance, punctuality and the reduction of more serious behaviour incidents. However, this is not consistently the case and students do not always conduct themselves well and do not always have positive attitudes to learning. The leadership of safety is effective, seen by the reduction in bullying and the students' own views that they feel safe in the academy.
- The advice students receive around their next stages of learning is improving. Previous weaknesses in the organisation of the curriculum meant students did not always have a pathway to follow that met their needs appropriately. This has been addressed and the curriculum is now more broad and balanced. Students now receive a lot of support to choose the right course for them, including those students who have particular needs and are offered the opportunity to attend courses at other settings.
- The opportunities to enhance students' spiritual, moral, social and cultural development requires improvement. The academy has recently developed a daily program for students, which incorporates raising awareness around Internet safety, tolerance and bullying. However, the curriculum within different subject areas does not always enhance students' understanding of the world beyond their own experiences. Students report that they do learn about other cultures and religions, but it is mainly restricted to their learning in religious studies, which some students do not study after Year 9. Lessons do not always include activities which promote leadership skills or collaboration between students.

- Whilst there is not equality of opportunities for different groups of students in terms of their achievement, especially for disadvantaged students, staff are working to improve relationships between different groups of students. Discrimination of any sort is not tolerated and dealt with immediately and effectively. In this way, students are prepared for life in modern Britain.
- Students who attend the alternative provision make good progress. This is because leaders have considered their needs carefully, to ensure they are offered bespoke provision to succeed in their courses.
- Leaders ensure that the safeguarding of students is a priority and that they fully meet requirements in this area.
- The Trust's support of the academy requires improvement. It provides support to the academy in a variety of ways, including making periodic checks on the provision. These checks are starting to inform changes to teaching and although this is recent, these changes seem positive and in some areas good achievement is apparent. However, the Trust has not made strong enough improvements in some key areas, including mathematics, and despite increasing funding in certain areas, there is not clear evidence this is having a positive impact. The problems with the assessment system have contributed to inconsistent levels of improvement. The support from the Trust regarding the attendance and punctuality, and in reducing serious behaviour incidents, has been effective.
- **The governance of the school:**
 - Governance of the academy has been done through an interim executive committee since July 2014. The effectiveness of the committee requires improvement. The committee's checks on the assessment of students have not identified that target-setting of students has been inconsistent and often lacks ambition. As a result, students do not make good progress over time.
 - The committee is aware they receive funding for disadvantaged students, but cannot identify that this funding has had a good impact on these students' outcomes, because progress and attainment gaps between these students and their peers are not closing rapidly enough.
 - Checks made by the committee are done systematically and this is having a good impact on the attendance of students and their punctuality, for example. They are able to identify where improvements have been made in relatively stronger areas, such as in English, but are less clear on why the impact in some areas has been slower, such as in mathematics.
 - Appraisal of leaders, including the headteacher, is rigorous and very recently, more challenging targets have been put in place. The committee has recently ensured that where checks on teaching and leadership have shown weaknesses, there has been a response to ensure improvements. As a result, inadequate leadership and teaching have been virtually eradicated.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of students requires improvement. Students' attitudes to learning are not always positive. Where activities do not meet students' needs, they sometimes choose not to complete work. At times, students can be disruptive and stop the learning of other students in lessons. Students do not always follow teachers' instructions when in class and this means they can be slow to start activities, which slows progress.
- Around the academy site, students can demonstrate very respectful attitudes towards one another and adults. At social times, students get on very well together and are generally calm. However, when students are required to move to lessons, too many students are slow to get to their next class. Equally, when they are challenged by staff, including leaders, they do not always respond immediately and some are rude to staff. At times, when this is apparent, some staff do not challenge the students further and move on to another group. However, this is not always the case and staff do try to persist with late students.
- Some teachers use the new behaviour management system very well and the strength of this system, introduced by the new headteacher and leaders from the Trust, is demonstrated well. Where it is used well, the system ensures that students understand that there are consequences for poor behaviour and over time students comply more readily with teachers' wishes and work hard. However, this is not consistently the case and too many staff are not adhering to the policy. Their own behaviour management is not always strong enough to prevent disruption and rudeness. This results in slower progress of students.
- Attendance has improved significantly since the academy opened. This is due to a concerted effort in recent months to eradicate persistent absence by a relatively large number of students. The Trust's strong support to the academy has helped leaders hold parents more accountable for their child's weak

attendance. These actions, alongside improved relationships with parents and support for more vulnerable families, has meant that students attend the academy much more regularly and a far smaller number of students are now persistently absent. The punctuality of students to the academy has also improved. However, the leaders acknowledge that more is needed to ensure students are more punctual when moving to lessons.

- The number of more serious behaviour incidents has reduced in recent months. This again is due to tougher measures brought in by the new headteacher and the Trust to ensure there is consistency in place to manage poor behaviour. As a result, after a rise in the number of exclusions, these have reduced significantly within the past nine months.
- Parents, students and staff all agree that behaviour has improved since the academy opened, but that further improvement is required and that it is not yet good.
- The attendance of students who are placed in various alternative provisions is good and has also improved at the academy itself. Students are safe in the alternative provision and leaders within the academy work closely with the provision to ensure this is the case.

Safety

- The academy's work to keep students safe and secure is good. The academy has increased its checks to ensure that staff are now properly trained, including those staff members who have particular responsibility for students' pastoral needs.
- The academy ensures that students understand how to keep themselves safe and students report that they feel safe in the academy. One reason they give for this is that the number of more serious behavioural issues has reduced significantly and because there is now zero tolerance on bullying, which has also reduced a lot in recent months.
- Students understand the different types of bullying, including prejudiced based and cyber-bullying. Through various events and different subjects, students are taught the potential dangers of using the Internet and what to do if they feel unsafe when doing so. The work done to improve students' understanding of living in a world of diversity has also improved students' awareness of different cultures and lifestyles.

The quality of teaching

requires improvement

- The quality of teaching requires improvement. As a result, over time, students do not make good progress in most subject areas, including English, mathematics, science, humanities and languages.
- In too many subjects, teaching does not meet students' needs closely. This leads to the most able students being given work that is too easy for them. In turn, this means they are unable to access higher level work which would prepare them well for examinations. As a result, too few of the most able students reach the top grades at GCSE, including in English and mathematics.
- For less able students, activities also do not always meet their needs. These students are not consistently offered useful support to help them move their learning on more quickly. As a result, some students become confused and develop misconceptions which teachers do not always identify.
- Teachers do not check on students' understanding on a regular basis. This is apparent in lessons, when, at times, teachers assume students have understood the work and do not test the students' knowledge and grasp of their learning. As a result, some students develop misconceptions and teachers do not intervene to correct these misunderstandings. Equally, the lack of checking means that where most able students have completed work accurately, they are not moved on quickly to complete more challenging work.
- Teachers do not always mark work regularly and fail to check on students' understanding. In addition, where work is marked, there is not always useful feedback offered to students which advises them specifically on how to improve their work. This slows students' progress.
- In some subjects, marking is very regular and feedback is offered. This is being seen increasingly in English, where more good teaching is apparent. This is also the case in art and design technology, as well as in some classes in the humanities subjects. It is also apparent in a very small minority of science and mathematics classes. Where feedback is good, students respond much more effectively, because they use the advice given.
- A strength in teaching is skilful questioning, when teachers made quick assessments of what students have grasped and where there are still gaps in their learning. This leads to good planning by teachers, who ensure that learning matches students' needs well. Activities are adjusted for different learners' needs and these adjustments lead to more rapid progress by different groups of students.
- The teaching of literacy and numeracy require improvement. Some teachers ensure that where students'

spelling, punctuation and grammar is not good, this is highlighted and students are expected to make corrections. A strength in the teaching of numeracy is the extension of numeracy skills in different areas of the curriculum, such as some geography and science classes. However, this is not consistently the case and, as a result, students' literacy and numeracy skills are not developed rapidly.

- Academy leaders have identified students' oral skills as an area of weakness when they arrive in Year 7. However, not enough emphasis is put on developing students' oral communication skills. Some teachers do not have high enough expectations of students and do not encourage pupils to articulate themselves fully, offering reasons and opinions. Too often, basic answers are accepted by teachers and this means students cannot demonstrate a depth to their learning. This slows progress.
- Teachers, at times, create a positive climate for learning, where students are very keen to work hard and do their very best. However, where activities do not meet students' needs well, students can become distracted, because they either find work too easy or too difficult. Expectations of students' behaviour are not always high enough and not all staff follow the current behaviour policy. As a result, too many students become chatty or even speak rudely to staff. Although they know rudeness is not acceptable.

The achievement of pupils

requires improvement

- From their individual starting points, students do not make good progress. This is the case for all groups of students and across most subject areas, particularly in mathematics.
- Since the academy opened, the improvements in mathematics have been too slow and only very recently are improvements to students' achievement becoming apparent.
- The attainment of students in key subjects, such as English, mathematics, humanities, languages and science, requires improvement. Too often, students are not reaching the standard expected of them by the time they leave the academy in Year 11. This is because they do not make good progress over time.
- Since the academy opened, the improvements in English have been clear and while students' achievement in English requires improvement overall, there are areas where students' achievement is good. Equally, in art and design and technology subjects, students' achievement is good and more students are reaching the standard expected of them.
- The gaps between groups of students' attainment and progress are not closing consistently in mathematics and English. Disadvantaged students are not achieving well because their needs are not being identified early enough and the extra support provided is not meeting their needs appropriately. As a result, their progress and attainment is generally weaker than that of other students.
- The achievement of students with special educational needs or who are disabled requires improvement. Their particular needs are not considered closely enough and some activities and support programmes do not meet their needs and fail to move their learning on quickly.
- The progress of the most able students is not fast enough. Too few of these students reach the top grades in their examinations by the time they leave Year 11. They do not make enough progress because work does not challenge them and can often be too easy.
- The academy no longer enters students early for examinations.
- Students who attend other providers for part of their curriculum do well in their alternative courses. This is because leaders from the academy have taken close consideration of their needs to ensure that they study courses which interest them and which students can use as they move on to the next stage of their learning. However, while these students' progress in subjects they study at the academy, including English and mathematics, has improved, it still requires further improvement.

The sixth form provision

requires improvement

- Outcomes are rising since the academy opened. Despite these improvements, students' achievement in the sixth form requires improvement in many subject areas.
- There are areas of the sixth form where achievement is outstanding, such as sociology. This is due to outstanding teaching over time for these students, who make very rapid progress in their learning and who demonstrate excellent attitudes to learning.
- In most subject areas, students' progress is weaker. There is too much variability in the quality of teaching which overall requires improvement. Too often students' needs are not met closely. Work is not marked regularly enough and, at times, marking is inaccurate. Marking and other checks on students' work does not lead to teachers making adjustments in their planning to ensure that they reinforce learning which has

been misunderstood or to move learning on more rapidly, where appropriate. As a result, students' progress is not rapid.

- The teaching of mathematics and English in the sixth form requires improvement. Where students enter the sixth form without a Grade C in either of these subjects, they are able to re-sit their examinations. However, too few of the students pass the examination and this means a higher than average proportion of students leave the sixth form without a Grade C in one or other of these key subject areas.
- The information, guidance and advice for students is improving and they are increasingly becoming better equipped to make decisions about the next stage of their learning. As a result, virtually all students leave to go on to further education, employment or training.
- The curriculum has improved and continues to improve, with better collaboration with local providers ensuring there is a broad offer of subjects and pathways for students to follow. This enhances the academy's capacity to provide for Year 11 students moving into post-16 provision, as well as ensuring that students can move on to higher education or training following their time in the sixth form.
- Students' behaviour in the sixth form requires improvement. They do not demonstrate consistently positive attitudes to learning. Where activities do not match their needs, some students do not complete activities and they can also be too chatty during lessons, meaning they waste learning time.
- Students' conduct around the academy is good and they do act as role models in this way, exemplifying to younger students what is expected of their conduct when moving to lessons. Students in the sixth form are punctual to lessons and their attendance is improving.
- Students feel safe in the academy. The information, advice and guidance they receive support students to prepare for life beyond the sixth form. Students report that this is very useful and that they can speak to adults at any time when they have questions.
- Leadership of the sixth form requires improvement because the quality of provision is still too variable. Teaching has not improved rapidly enough and training is not ensuring that areas for improvement are being developed. Furthermore, the use of assessment systems are not clear to teachers and target-setting is not appropriate; students with different GCSE grades get the same target, which means, overall, targets are unambitious. As a result, students' progress is not good.
- Leadership of the curriculum and behaviour has been stronger, with more improvements seen in these areas.
- Leadership of the care, guidance and support for student requires further improvement. Students' spiritual, moral, social and cultural development is not always good, because there are missed opportunities across different subjects. However, students' understanding of the importance of tolerance of different cultures, lifestyle and religions is good.

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	140177
Local authority	Doncaster
Inspection number	450205

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

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	1,158
Of which, number on roll in sixth form	251
Appropriate authority	The governing body
Chair	Tina Slater
Headteacher	John Innes
Date of previous school inspection	Not previously inspected
Telephone number	01302 312140
Fax number	0845 345 1639
Email address	office@balbycarr.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 2014

