

Canon Lee School

Rawcliffe Drive, Clifton Without, York, North Yorkshire, YO30 6ZS

Inspection dates	7–8 October 2015
Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for students	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- The overall effectiveness of the school has declined since the last inspection. Leadership has not been successful in addressing the areas for improvement identified at the previous inspection.
- Pupils' outcomes are inadequate. Weak progress, over time, has led to low attainment by the end of Year 11 across a range of subjects including English and mathematics. Pupils' progress is highly variable across the school.
- Disadvantaged pupils, disabled pupils and those with special educational needs make inadequate progress.
- The use of additional government funding for disadvantaged pupils has been ineffective in improving achievement for these pupils.
- The quality of teaching, learning and assessment is inadequate. Work set is insufficiently challenging and expectations of what pupils are capable of doing are too low.
- Pupils socialise well around school and there is a calm atmosphere. However, personal development, behaviour and welfare requires improvement as pupils' attitudes to learning are variable and not contributing well to ensure good learning. Attendance is below average and a few pupils are absent too often.
- Leaders, including subject leaders, are not accurately using a wide range of information to check the impact of teaching on pupils' progress in learning.
- Over time, governors have failed to hold leaders to account for ensuring that all groups of pupils achieve well enough, including those who are supported by the pupil premium.
- The school's ability to improve is hindered by the lack of a permanent headteacher and the temporary status of key senior leaders. Subject leaders are not fully effective in their roles and the school is overly dependent on external support.

The school has the following strengths

- Pupils say they feel safe and parents are confident that their children are well looked after.
- The external support offered to the school is beginning to establish systems for checking the progress of the school.
- The acting headteacher and governors have gained the support of staff in their efforts to improve the school. They are clear that much has to be done to overcome the challenges within the school.

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.

What does the school need to do to improve further?

- Swiftly improve the quality of teaching and learning so that it is at least consistently good and all pupils make good progress, especially in English and mathematics, by ensuring that:
 - work closely matches all pupils' varying needs and abilities, including the most able, and challenges them to do better
 - staff have high expectations of what pupils can achieve in order to drive up achievement across all subjects
 - high standards of presentation and handwriting are expected from pupils at all times
 - incisive subject feedback is given and pupils use it well, particularly boys
 - questioning is used skilfully to check pupils' learning and to deepen their understanding
 - pupils have good opportunities to develop their reading skills across a wide range of subjects
 - pupils' work, and discussions in lessons, are assessed regularly to ensure that they are contributing well to learning
 - teachers manage the work of teaching assistants to help them make a strong contribution to learning.

- Improve the overall achievement of disadvantaged pupils, disabled pupils and those with special educational needs, by ensuring that:
 - subject leaders check the quality of teaching of this group of pupils and take action should it fall short of what is required to help them make good progress
 - the attendance of those who do not go to school regularly improves so they can make an effective contribution to their learning
 - the pupil premium funding is used effectively for this group of pupils to improve their achievement, especially in English and mathematics.

- Rapidly improve the impact of leadership at all levels, including governance, by ensuring that:
 - all leaders, including subject leaders, accurately assess the quality of teaching focusing strongly on the progress pupils are making
 - all leaders promote high expectations and ambition for all pupils so that teaching is at least consistently good
 - subject leaders make sure all staff follow the school's guidance for assessment so that pupils' progress improves rapidly
 - the impact of the school's work to improve progress for disadvantaged pupils is checked closely and pupil premium funding is used to good effect
 - attendance is improved to be at least average to contribute to pupils' better achievement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

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

Inspection judgements

Effectiveness of leadership and management is inadequate

- Over time, inadequate leadership has led to a decline in the overall effectiveness of the school. Leaders have not successfully tackled the areas for improvement from the previous inspection. As a result, outcomes for pupils and the quality of teaching, learning and assessment are inadequate.
- The school's ability to improve is hindered by the temporary status of key senior leaders and the lack of a permanent headteacher. The acting headteacher and governors have taken action to begin to improve the capacity of leadership and to strengthen the quality of teaching and leaders and they have quickly gained the confidence of staff and shared their high ambitions for school improvement. Nevertheless the impact of actions taken has yet to be felt.
- Leaders, including subject leaders, are not accurately assessing the quality of teaching and learning or the progress pupils are making in their learning. This is because they are not considering a wide range of evidence to accurately assess the progress of pupils. Recently, after working with the partner school, new systems to support better teaching have been introduced, but these have yet to impact on bringing about improvements.
- Over time, leaders have not ensured that teachers have high expectations and are ambitious for pupils. Subject leaders are not ensuring that the school's policies, particularly with regard to assessing pupil progress, are being consistently applied to rapidly improve the progress of pupils.
- Leaders' use of the pupil premium funding has been ineffective and this has led to disadvantaged pupils making inadequate progress. The school is now checking the progress of these pupils more carefully to measure the impact of its actions. However, there is much to do to enable these pupils to catch up with other pupils in school and nationally.
- Over time, the system for managing the performance of teachers has not been thorough, nor has it been linked closely to the progress pupils are making. Revisions to the system have been made and a professional development programme for staff has been established. Staff are very positive about improving their skills although the impact of this work has yet to be seen.
- The curriculum offers a wide range of subjects and additional activities after school. There are a number of opportunities for pupils to develop their knowledge of the world of work through work placement and links with business, universities and industry. However, over time, these have not been effective in ensuring that pupils achieve well and are prepared for the next stage of their education, training and employment as their skills in literacy and numeracy are well-below average. This year, adjustments have been made to the curriculum in an effort to improve achievement. The impact of these changes has yet to be determined.
- The school is contributing well to pupils' spiritual, moral, social and cultural development. Pupils study other faiths and religions and have many opportunities to extend their understanding of other cultures. A citizenship course and a personal, social, health education course, along with pupils being involved with the Youth Parliament, create good opportunities for pupils to have a clear understanding of democracy and life in modern Britain.
- There are good arrangements for safeguarding and child protection. Staff are vigilant and leaders follow up concerns tenaciously. Leaders work well with other agencies and parents to ensure that the most vulnerable pupils are well cared for and supported. Governors check the effectiveness of the procedures within the school.
- The local authority has brokered a range of local support for leaders, including the acting headteacher, in an effort to support improvements in the school. Over a relatively short period of time, the external support is beginning to show signs of improvements to management systems in the school.
- It is strongly recommended that the school should not seek to appoint newly qualified teachers.
- **The governance of the school**
 - Over time, governors have not held the school to account sufficiently well to ensure good teaching and achievement. Governors know how the pupil premium is used, but they have not ensured that it is used effectively to prevent disadvantaged pupils underachieving.
 - There have been changes to governance over the past year. Governors are more challenging and supportive of the acting headteacher in her efforts to improve the school. They are clear that poor-quality teaching has led to weak outcomes for pupils and know how these outcomes compare to national performance measures. They are keen to ensure that they receive an accurate view of the

school to support their work. Governors have a clear understanding of the finances of the school.

- The governing body ensures that the arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is inadequate

- Teaching, learning and assessment are not enabling pupils' to make progress and achieve well. Pupils are not supported well enough to improve their work and as a result they are underachieving. Expectations of what pupils are capable of achieving are too low. Work is not accurately matched to the varying needs of pupils as it is often too easy. Work set does not offer enough challenge for pupils, including the most able, and consequently pupils make slow progress.
- An analysis of pupils' work showed that the quality of presentation and handwriting is highly variable. Although pupils' work is sometimes well presented, too many teachers have low expectations as seen in the untidy and poor presentation of some pupils' work. Overall, pupils do not take pride in their work and are not encouraged to do so.
- Teachers encourage pupils to work in pairs to discuss what is being learned. When this is managed effectively, pupils benefit because they gain from each other's knowledge and understanding. However, some teachers do not check closely enough on what is being discussed, which results in pupils not always focusing on their work and this leads to slow progress.
- Not all teachers follow the school's marking and feedback policy consistently. As a result, pupils do not get a clear understanding of what they are doing well in subjects or how they can improve their work. Teachers do not provide opportunities for pupils to respond to feedback and this prevents pupils from developing their skills further and making better progress. There are good examples of questioning that assess pupils' understanding well. However, this good practice is not evident in all lessons. Pupils are given too little time to provide answers that are well thought out and this prevents teachers from accurately assessing pupils' knowledge and understanding of work. Questioning is not used well enough to deepen the understanding of all pupils.
- Literacy skills are not developed sufficiently well to ensure pupils are making effective progress. In particular, pupils have few opportunities to develop their reading skills across a range of subjects.
- Teaching assistants encourage pupils to focus well on learning. Their contribution is not always checked or directed well enough and this limits their effectiveness.
- In some lessons there are consistent routines that help pupils settle quickly to their learning. Where good learning occurs, these routines are followed by interesting tasks that engage pupils and challenge them to improve their work and deepen their understanding. However, this is not consistent across the school, which results in pupils, particularly boys, disadvantaged pupils, disabled pupils and those with special educational needs, making too little progress.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils do not take enough pride in their work and do not ensure their work is presented neatly with clear handwriting. As a result, improvement is required for pupils to develop the appropriate skills for successful learning and life.
- Pupils are proud of their school. They told inspectors they enjoy being in the school and they felt safe when in school. Parents and staff share the same positive view about pupils' safety.
- Pupils are well cared for and there are good links with external agencies to protect the most vulnerable pupils. Parents were very positive about how the school looks after their children.
- Pupils are very smart in appearance. They get on well together at lunchtimes and breaktimes, socialising well together and enjoying each other's company.
- Pupils know how to keep themselves safe when using the internet and what to do should issues occur. They are clear about what constitutes bullying, including prejudice-based bullying and cyber bullying. School records indicate that bullying is uncommon and pupils confirmed this. Pupils said that should bullying occur, they were confident that the school would deal with it immediately and appropriately.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attitudes to learning are not consistently positive. They do not respond well to improve their work when feedback is given by their teachers. Pupils take too many opportunities during lessons to chat about matters unrelated to their work and teachers can be too tolerant of this behaviour. Pupils' behaviour can, occasionally, lead to low-level disruption which interrupts the learning of other pupils.
- The school's environment is well cared for and is litter-free.
- Attendance has improved, but remains below average. The numbers of pupils regularly absent from school has reduced from previous years, especially for disadvantaged pupils, but remains above average. The 'Breakfast Club' is enjoyed by pupils and this is supporting improvements in attendance and improved punctuality to school. The school knows it has more work to do, even though there are signs of improvement.
- The school uses alternative provision appropriately for a very small number of pupils. There are good links and procedures with the provider of off-site courses to ensure pupils are safe and attend regularly. The use of alternative provision has assisted in improving attendance for pupils and is strengthening their personal development, behaviour and welfare.

Outcomes for pupils

are inadequate

- Weak teaching, over time, has led to pupils underachieving and making inadequate progress in a range of subjects, particularly in mathematics and English. Little progress is made by boys, disadvantaged pupils, disabled pupils and those who have special educational needs. Overall, outcomes for pupils are inadequate. Hence pupils are not well prepared for the next stage of their education, training or employment.
- Pupils enter the school with attainment that is average. For the past two years, the proportion of pupils attaining five or more GCSE grades between A* and C, including English and mathematics, by the end of Year 11 has been well below average. Pupils make inadequate progress in English and mathematics and in other subjects such as modern foreign languages, history and geography.
- Across the school, pupils underachieve in English, mathematics, science and a range of subjects. Progress is exceptionally poor in English, mathematics and science for current Year 9 pupils, including disadvantaged pupils, because of the ineffective teaching they have received.
- Disadvantaged pupils make inadequate progress in comparison to other pupils nationally in both English and mathematics. The additional government funding to support disadvantaged pupils has not been used effectively by leaders and managers to ensure the achievement gaps between these pupils and others close rapidly.
- Teachers are not sufficiently skilled to meet the varying needs of the small numbers of disabled pupils or those who have special educational needs and as a consequence these pupils underachieve. Overall, they make less progress than other pupils as their needs are not well met. New leaders are working with staff to meet the needs of these pupils and those who are disadvantaged, but the impact of the work has yet to be determined.
- The most-able pupils make significantly less progress than similar pupils in other schools. They are not challenged well enough by the work set for them to reach the highest GCSE grades and teachers' expectations of them are too low.
- Boys make less progress than girls. They do not engage as well in their learning as girls and are not conscientious in responding to the feedback from marking.
- The few pupils eligible for Year 7 catch-up funding (government funding for those entering secondary school with below average standards in English and mathematics) are making effective progress in developing their literacy skills. However, they make less progress in mathematics as their needs are not effectively met.
- There are too few pupils attending alternative provision to make meaningful comparisons between their achievement and others in the school.
- Generally, by the end of Year 11, pupils attain well in science and design technology subjects. At GCSE in 2015, improvements occurred in attainment in art and physical education. Extra teaching and support work was carried out with Year 11 pupils in mathematics and as a result non-disadvantaged pupils achieved better than in the previous year. However, pupils underachieved in a considerable number of subjects and did not meet the targets the school had set for them.

- Information provided by the school for progress in English and mathematics for the present Year 11 pupils indicates signs of recent improvement. However, outcomes for these pupils have yet to be confirmed.
- The school provides pupils with a reading session in form time once a week, and access to the library at both lunchtime and breaktime. Younger pupils told inspectors they enjoy reading. Nevertheless, pupils are not strengthening their reading well enough and there are too few opportunities for them to read regularly across a range of subjects.

School details

Unique reference number	121662
Local authority	York
Inspection number	10002026

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	517
Appropriate authority	The governing body
Chair	Alan Lodge
Headteacher	Frances Johnston
Telephone number	01904 560000
Website	www.canonlee.org.uk
Email address	canonlee.school@york.gov.uk
Date of previous inspection	17 September 2013

Information about this school

- The school is smaller than the average-sized secondary school.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are White British. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is average.
- The Danesgate Community is the one alternative provider used by the school. The school uses the alternative provision for a very small number of pupils.
- The acting headteacher has been appointed since the previous inspection. She was previously a deputy headteacher at the school and appointed as acting headteacher from 1 December 2014.
- In the spring and summer terms of 2015, Archbishop Holgate School, an outstanding academy in York, has provided additional advice and training support to Canon Lee School. A deputy headteacher at Canon Lee has been seconded from Archbishop Holgate School from 1 September 2015 for one year.
- The school has a consultant headteacher to support the acting headteacher. The consultant headteacher is from a local school, Milthorpe School, and works at Canon Lee for one day a week.
- The school meets the current government floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 11.
- The school holds the Investors in Pupils status.
- Since the last inspection, there have been significant changes to staffing and leadership at the school. Some appointments, particularly to the senior leadership team, have been very recent.
- The school organises a breakfast club for pupils which is run by school staff. It runs each day from 7.30am to 8.30am.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Two observations were undertaken jointly with members of the leadership team.
- Inspectors spoke with groups of pupils about their learning in lessons and their safety in the school. They also listened to some pupils reading.
- Inspectors held meetings with two members of the governing body. They also held meetings with senior leaders, the headteacher and consultant headteacher, and other staff. The lead inspector met with a representative of the local authority.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. They also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed pupils' work in lessons and analysed samples of pupils' books.
- Inspectors evaluated 21 responses to the online questionnaire (Parent View). They also analysed parent surveys provided by the school.
- The inspectors analysed 20 questionnaires completed by staff.

Inspection team

James McGrath, lead inspector	Ofsted inspector
Bernard Clark	Ofsted inspector
Stephen Nelson	Ofsted inspector

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Manchester
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