

Manshead School

Dunstable Road, Caddington, Luton LU1 4BB

Inspection dates

11–12 November 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 pupils	Inadequate
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Safeguarding is not effective. Leaders and governors have not ensured that the procedures for checking the eligibility and qualifications of staff are sufficiently rigorous. Safeguarding procedures are not adequately reviewed by leaders.
- Leaders have not secured sufficient improvements to the overall quality of teaching in recent years. Strategic planning lacks rigour because leaders' evaluations are not accurate enough. They do not identify the correct priorities or plan the right actions to raise standards.
- In key subjects such as English and science, pupils across the school make inadequate progress because too much teaching is ineffective.
- Pupils make inadequate progress in Key Stage 3 because teaching and assessment are not challenging or engaging them effectively. As a result, their behaviour is often poor and slows the pace of learning.
- Boys achieve significantly less well than girls in most areas, particularly in Key Stage 3.
- Leaders have not been successful in ensuring that key groups of pupils, particularly disadvantaged pupils, disabled pupils and those who have special educational needs, attend well and make good progress.
- Leaders do not communicate as effectively as they should with parents and other stakeholders.
- Too many sixth form learners do not continue from Year 12 to Year 13.
- The curriculum does not adequately prepare pupils for life in modern Britain by promoting equality and diversity and developing their understanding of different cultures and traditions.

The school has the following strengths

- The progress that pupils make in mathematics has improved in recent years and is now slightly better than the national average.
- Pupils conduct themselves well around the school and in formal gatherings such as assemblies.

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?

- Improve the effectiveness of leadership and management by ensuring that:
 - the administration of background checks on staff is rapidly improved and that arrangements for the safeguarding of pupils are regularly evaluated and reviewed
 - steps are taken rapidly to ensure that pupils, parents and staff have improved confidence in their safety on and around the school site
 - all subject leaders check the quality of teaching rigorously, providing challenge and support where it is not yet good
 - improvement planning is sharply focused and rigorously checked, with priorities that are understood by all staff
 - the pupil premium and Year 7 catch-up funding are used more effectively to rapidly close the attainment gaps with peers in school and other pupils nationally
 - the school website and other forms of communication are compliant with statutory guidance and provide better information to parents, pupils and other stakeholders
 - pupils gain a better understanding of equality and diversity, and a wider appreciation of different cultures, faiths and beliefs in preparation for their life in modern Britain.
- Rapidly improve the quality of teaching and pupils' outcomes by ensuring that all teachers:
 - plan lessons that are more challenging and that demonstrate higher expectations of what all pupils can achieve
 - implement and share consistent assessment and homework practices to inform their planning and give them a more accurate understanding of pupils' particular needs and abilities
 - learn from each other more systematically by collaborating and sharing the best common resources and approaches
 - demonstrate and model writing skills more explicitly in all subject areas.
- Improve the personal development, behaviour and welfare of pupils by ensuring that:
 - parents and carers are supported to rapidly improve the attendance of disadvantaged pupils as well as that of disabled pupils and those who have special educational needs
 - poor behaviour in lessons, particularly from younger pupils, is addressed through more consistently applied behaviour management strategies.
- Improve the effectiveness of 16–19 study programmes by ensuring that:
 - leaders act to improve the overall quality of teaching and achievement, ensuring that it is less variable and that the number of learners continuing their education from Year 12 into Year 13 improves
 - the development of employability skills and work experience is planned in a more targeted way to suit the needs and aspirations of individuals.

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

- Leaders and governors have not maintained high expectations of pupils' achievement. Since the last inspection in 2013, outcomes for pupils have declined and there are wide gaps between the achievement of disadvantaged pupils as well as disabled pupils and those who have special educational needs and their peers.
- Self-evaluation is weak and strategic planning lacks clear measurable milestones against which leaders can monitor and evaluate the impact of their actions. Planning does not pay attention to key areas for improvement, such as the attendance of groups of pupils, and often lacks urgency. Consequently, adequate progress is not being made by pupils in a number of key areas.
- Leaders have not managed the addition of Years 7 and 8 to the school effectively enough to ensure that pupils make good progress. The new leader for Key Stage 3 has identified some appropriate priorities, but the current quality of teaching and the behaviour of pupils in Key Stage 3 is much weaker than it is in Key Stage 4.
- Middle leaders are committed and enthusiastic but the quality of their subject leadership is too variable. Checks on pupils' progress and improvement planning are often ineffective. In areas such as humanities and mathematics, successful subject leaders model good teaching and ensure consistently effective uses of planning, assessment and feedback. However, these features are lacking in too many subjects.
- Leaders set clear targets for teachers and ensure that any increases in salary are linked to improved achievement by pupils. However, the support and training planned and provided for teachers are not having a rapid or sustained impact on the overall quality of teaching.
- Leaders work closely with the local authority and a range of other consultants to facilitate support for the school. Regular monitoring visits take place to evaluate the impact of the school's improvement work, but not all recommendations are given sufficient priority.
- The pupil premium (additional government funding to support pupils who are in the care of the local authority or who are known to be eligible for free school meals) and Year 7 catch-up funding are being used to fund a variety of activities such as an accelerated reading programme and additional classes in mathematics and English. However, not all of these initiatives are exclusively reaching those for whom the funds are intended, and leaders have not adequately evaluated their effectiveness. Consequently, the school is failing to close the gaps in the progress made by these pupils.
- The school's house system and extra-curricular programme provide opportunities for pupils in all years to become involved in a variety of competitions, sporting and artistic activities. However, leaders do not monitor or evaluate their effectiveness. As a result, the proportion of pupils who engage in these activities is low and their impact on pupils' development and progress is limited.
- The curriculum in Key Stage 3 offers all of the National Curriculum subjects and so provides adequate breadth. Pupils can choose from a good range of academic and vocational subjects in Key Stage 4 and in the sixth form.
- Leaders' communication with parents and the wider community needs to be improved. The school's website is out of date and largely ineffective as a means to communicate and celebrate the work of the school. Significant numbers of parents who responded to the Parent View survey do not feel they receive enough information about their children's progress, and a small but significant minority would not recommend the school to others.
- The school offers a structured programme of careers advice and guidance. Pupils in Key Stage 4 are informed about the range of opportunities open to them at age 16, including different kinds of college courses, apprenticeships or training. However, a high number of learners entering the sixth form do not continue their education from Year 12 into Year 13 because the advice they receive about study programmes proves inappropriate.
- The small number of pupils in Year 11 who attend Barnfield College one day a week benefit from their experiences of a broader and more vocational curriculum. Their progress and welfare are overseen by a nominated member of staff who liaises effectively with college staff.
- A very small number of pupils attend the Academy of Central Bedfordshire to meet their particular level of need. Good links between this provider and the school are helping to ensure welfare and progress towards appropriate qualifications for each of these pupils.

- The ethos and values of the school are well defined and promoted effectively to pupils. Assemblies, together with ethics and philosophy lessons, ensure that pupils gain a good awareness of moral, social and spiritual issues. However, there are fewer such opportunities to learn about or celebrate the diversity of cultures and beliefs in modern Britain and so pupils' understanding of these areas is more limited.
- **The governance of the school**
 - The governing body is supportive and committed to the school. Governors understand the priorities for school improvement, but underachievement, inadequate teaching and weak aspects of leadership have not been challenged robustly enough.
 - A recent restructure, skills audit and additional training have strengthened governors' efficiency and knowledge. However, they are not yet holding senior leaders to account effectively for the school's performance. For example, they know that there are wide gaps between the achievement of disadvantaged pupils and their peers, but nothing has changed in two years.
 - Governors ensure that statutory policies are updated to reflect changes in legislation, particularly with regard to keeping pupils safe.
 - Governors ensure the fair and consistent application of policies and that only the best teaching is rewarded with pay increases.
- The arrangements for safeguarding are not effective. Safeguarding procedures are not adequately reviewed and evaluated by senior leaders and governors. Leaders have not ensured that procedures for checking the eligibility and qualifications of staff are sufficiently rigorous. School records are kept inconsistently and do not make sufficiently clear which checks have or have not been carried out.
- A significant proportion of pupils, parents and staff who responded to surveys reported concerns around site safety. Leaders are aware of these concerns and are taking suitable steps to undertake risk assessments and improve site safety.

Quality of teaching, learning and assessment is inadequate

- Too many teachers do not use information about the needs and abilities of pupils to effectively inform their planning. In many lessons, tasks are either too easy or are not explained clearly enough. Consequently, the teaching is not meeting the needs of many pupils.
- Teachers' expectations of what pupils can achieve in Key Stage 3 lessons are too low. For example, a number of less effective English and science lessons feature simple copying tasks that do not add to knowledge or understanding but waste time or slow pupils' progress. Too many teachers do not insist that all work is finished before moving on to the next topic.
- Inspectors witnessed too many lessons in Key Stage 3 where teachers' expectations of behaviour were too low and where poor behaviour, particularly among boys, was managed inconsistently. This is supported by a significant minority of pupils, parents and staff who expressed their concerns about poor behaviour in lessons through their survey responses.
- Teachers do not ask sufficiently probing questions to challenge pupils' thinking, deepen their knowledge or check their understanding. As a result, some pupils lose concentration and stop learning. For example, in one Key Stage 3 lesson, a number of pupils had not sufficiently engaged with or understood a lengthy presentation.
- Writing skills are not taught effectively enough. In many lessons, inspectors saw teachers fail to demonstrate or provide sufficient guidance around the structure or expectations of written tasks. As a result, pupils often fail to produce developed work of a high standard.
- The quality of teaching in English is widely variable and not strong enough to improve outcomes for pupils. Inspectors did see some good examples of teachers using assessment to inform planning and offer appropriate support and challenge for pupils who lag behind. However, more work needs to be done to raise expectations and ensure greater consistency across the department.
- Much of the teaching in mathematics is good. Teachers model a range of different methods, offer higher levels of challenge than seen elsewhere, and provide helpful resources and advice enabling pupils to practise key skills. These approaches, combined with regular use of practice examination questions, have recently led to improved outcomes for nearly all groups of pupils in mathematics.

- Too few teachers across the curriculum share responsibility for the development of literacy and communication skills. Teachers do not always make sure that pupils write with sufficient accuracy, or present their work neatly enough to be used for revision purposes. Similarly, they do not always reinforce pupils' mathematical skills and there is no established school-wide approach to help them do this.
- Teachers mark pupils' work regularly and consistently, in line with school policy. However, the impact of marking on pupils' progress varies quite widely. In humanities lessons, pupils reflect on the feedback that they have received and make improvements as a result. Other subjects are less consistent.
- Homework is not used systematically or consistently to support learning. A significant minority of parents who responded to Parent View do not feel that the homework set is appropriate, and pupils confirm that approaches and amounts set vary widely. Inspectors saw very few examples of homework being used to deepen or consolidate skills and knowledge.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Systems and risk assessments are in place to ensure that pupils are safe and secure in the school, but a significant minority of pupils do not feel safe. The school is currently investing in the construction of a perimeter fence to improve security in order to address concerns expressed by pupils, parents and staff.
- The vast majority of parents responding to Parent View are confident that their child is looked after well and is happy at school. Robust systems are in place to offer help and support, sometimes involving external agencies when appropriate. The school's administration of child protection support and liaison with other agencies is effective.
- Pupils understand the different forms of bullying and agree that incidences of such behaviour are rare, expressing confidence in the school's ability to tackle bullying when it does happen. This is supported by the school's own records, which demonstrate that bullying is comparatively rare and is dealt with robustly.
- Pupils are well informed about how to stay safe online because they are taught about it explicitly in computing lessons. They can also articulate what they learn about their physical and emotional well-being through topics covered in timetabled personal development lessons. Pupils told inspectors that they value their learning guides, and they report that they trust their teachers and the school's systems.
- The school has more to do to promote diversity and equality and eradicate discrimination. Racist and homophobic incidents, while rare, are recorded by the school and are recognised by pupils as an occasional problem. Inspectors heard examples of racially offensive language being used by pupils in a small minority of Key Stage 3 lessons.

Behaviour

- The behaviour of pupils requires improvement. Poor behaviour is common in less effective Key Stage 3 lessons because discipline and systems are not as consistently applied by teachers. In a number of Key Stage 3 lessons, pupils begin to disrupt learning by talking or distracting others when the teaching either fails to engage them or the teacher does not assert discipline effectively.
- Pupils usually behave well in Key Stage 4 lessons and typically demonstrate cooperative and polite conduct. The loss of 'trustee' status, the 'steps to success' system of monitoring behaviour, and the accrual of 'red cards' and detentions as a sanction is more respected and followed by older pupils because it is applied more consistently.
- Behaviour around the school and in assemblies or collective gatherings is usually good. Movement is generally calm and orderly, and pupils say that discipline around the school is often better than in some lessons. A good example of this was the highly self-disciplined and respectful fashion in which inspectors saw the whole school gather outside to share an assembly and observe a two-minute silence on Remembrance Day.
- Pupils' overall attendance at the school, including the proportion of pupils who are persistently absent, has improved in recent years and is now slightly better than the national average. However, the attendance of disadvantaged pupils and that of disabled pupils and those who have special educational needs was much lower than the national average in 2015 and shows little sign of improvement.

- The school's use of permanent exclusion has declined significantly because the school is able to use more effective methods to address rare incidents of serious disruption. However, the temporary withdrawal of pupils from lessons to 'The Hub' and the use of fixed-term exclusion remains too common and does not appear to be improving rapidly enough.

Outcomes for pupils

are inadequate

- Pupils make inadequate progress in English. The overall proportion of pupils at GCSE who make or exceed the expected progress from their starting points has been declining in recent years and fell markedly in 2015. It is well below the national average and shows little sign of improvement in current year groups.
- The achievement of disadvantaged pupils has declined significantly since 2013 and is inadequate. The proportion of disadvantaged pupils who make or exceed the expected progress from their different starting points in English and mathematics is well below average in comparison with both other pupils nationally and in the school.
- In 2015, the proportion of disadvantaged pupils attaining five GCSE passes at grades A* to C including English and mathematics was significantly lower than both other pupils nationally and in the school. Wide achievement gaps for disadvantaged pupils currently remain across year groups and in many subject areas, with little sign of significant improvement.
- The progress made by disabled pupils and those who have special educational needs (not including those with an education, health and care plan) from their various starting points has been significantly lower than it should be for a number of years and declined further in 2015. These pupils make significantly less progress than they should, and there is little evidence that this is rapidly improving.
- In recent years, boys have made substantially less progress than girls at GCSE and there are currently no signs of improvement. In both 2014 and 2015, a significantly lower proportion of boys than girls secured five GCSE passes at grades A* to C including English and mathematics. This proportion was significantly below the national average for boys. These wide differences in achievement remain a pattern in other year groups, particularly in Key Stage 3, where boys often produce work of a markedly lower quality and standard of presentation.
- Pupils in Key Stage 3 make inadequate progress from their different starting points, particularly in English and science. Based on the school's own performance information, pupils in Year 7 in 2015, including those in receipt of additional 'catch-up' funding, made very limited progress. Most-able pupils, in particular, make extremely limited progress as a result of teaching that fails to challenge them.
- In mathematics, the overall proportion of pupils who make or exceed the expected progress at GCSE from their starting points improved in 2015 and is now slightly better than the national average.
- A small number of pupils attend alternative provision for some of their lessons at two local providers, Barnfield College and the Academy of Central Bedfordshire. They are making good progress and well-established, regular communication and monitoring are in place with the school.
- Pupils with education, health and care plans receive adequate support through the school's resource-based provision and make progress from their different starting points that is broadly in line with national averages.
- The school works effectively with local employers and providers to ensure that pupils are well informed and prepared for the next stage of their education, training and employment.

16 to 19 study programmes

require improvement

- Sixth form learners make broadly average rates of progress from their starting points at the end of Year 11, and reach standards by the end of Year 12 and Year 13 that are generally in line with national figures. Teaching in the sixth form is generally more effective than that found in the rest of the school.
- Outcomes for learners following vocational courses improved overall in 2015; learners make progress that is better than the national average on these courses.
- The school works in consortium with Queensbury Academy to provide a good range of academic and vocational courses. As a result, it is a popular post-16 destination for Year 11 pupils. However, some current learners feel that they did not receive enough information about other providers, or advice and guidance on available courses, to inform their choices. Some study programmes prove inappropriate for learners in Year 12. As a result, too many learners do not continue into Year 13.

- While most learners engage in work experience and employability-based learning, this is not as systematically planned and relevant as it should be. A new programme intended to sharpen the development of these skills has just been introduced but is not yet fully embedded.
- Some teaching does not demonstrate secure enough subject knowledge to enable learners to attain high standards. For example, in some A-level lessons observed during the inspection, learners' misconceptions went unchallenged and, as a result, learners in some subjects do not hone their knowledge and understanding. Leaders have not acted quickly enough to address this. Too few learners gain the highest grades at A level.
- The most effective teaching, such as that seen in history and economics, draws upon strong subject knowledge and a scholarly approach to plan challenging lessons and provide learners with a detailed understanding of their strengths and areas for development.
- Behaviour in lessons and around the sixth form is generally good; most learners demonstrate mature and cooperative attitudes to their learning. However, some learners do not feel that the school does enough to challenge occasional examples of homophobic bullying.
- The sixth form encourages learners to develop their leadership skills and model responsible attitudes through the prefect and 'student principal' programmes. Inspectors observed sixth formers taking a leading role by speaking and modelling respectful attitudes during a whole-school commemoration of Remembrance Day.
- The school monitors and tracks carefully the progress of learners leaving the sixth form, and an increasing proportion are progressing successfully to higher education or further training. The sixth form provides a programme of relevant and impartial support, advice and guidance to help them make decisions and applications for future destinations.
- Any learners entering the sixth form without a good pass in GCSE English or mathematics receive lessons and support to enable them to secure these vital qualifications. Outcomes for these learners improved to around the national average in 2015.

School details

Unique reference number	109705
Local authority	Central Bedfordshire
Inspection number	10001939

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,260
Of which, number on roll in 16 to 19 study programmes	246
Appropriate authority	Central Bedfordshire
Chair	Gill Short
Headteacher	Jim Parker
Telephone number	01582 679400
Website	www.mansheadschool.co.uk
Email address	mailto:office@mansheadschool.co.uk
Date of previous inspection	6–7 November 2013

Information about this school

- The school is larger than the average secondary school and has a sixth form. In 2014 the school expanded to admit Year 7 pupils for the first time; it is now fully 11–18. The current headteacher has been in post since 2006.
- The large majority of pupils are White British, with a smaller proportion than average coming from minority ethnic backgrounds. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding (additional government funding to support pupils who are in the care of the local authority or who are known to be eligible for free school meals) is slightly below average.
- The proportion of disabled pupils and those who have special educational needs or an education, health and care plan is slightly below average.
- The school meets the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress.
- The school sends a very small number of pupils to Barnfield College and the Academy of Central Bedfordshire on a part-time basis for additional courses and specialist provision.
- The school runs a specialist provision unit for a small number of pupils with education, health and care plans. This resource specialises in provision for pupils with autistic spectrum disorders.

Information about this inspection

- Inspectors observed pupils in 50 lessons in order to contribute to their evaluation of the quality of teaching, learning and assessment. Many of these observations were conducted jointly with the headteacher or with other members of the school leadership team. Inspectors also observed assemblies and tutor periods led by 'learning guides'.
- Inspectors held meetings with the headteacher, members of the governing body, senior leaders, teachers and support staff, a representative of the local authority and several groups of pupils.
- Inspectors scrutinised a range of school documentation including that relating to policies, the minutes of governing body meetings, annual review and strategic planning documents, self-evaluation documents, pupils' achievement, behaviour and attendance information, and a wide range of pupils' work.
- Inspectors considered the views expressed in 112 responses to Ofsted's online survey, Parent View, 81 questionnaires returned by staff, and 135 responses to Ofsted's online survey of pupils. Inspectors also received separate communication from two parents during the course of the inspection.
- One inspector visited the alternative provision at the Academy of Central Bedfordshire to evaluate how the school liaises with this provider.

Inspection team

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David Davies	Ofsted Inspector
Catherine Moore	Ofsted Inspector
Brenda Watson	Ofsted Inspector

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