

# The Peele Community College

84 Little London, Long Sutton, Spalding PE12 9LF

## Inspection dates

12–13 January 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Although standards are now rising, a high turnover of teaching staff has led to variations in progress between subjects.
- Not enough teaching is having a rapid impact on how well pupils learn. This means that for a few groups of pupils, opportunities and time are lost and they are in danger of falling behind.
- Recent changes are beginning to have an impact, but have not been in place long enough to show sustained improvements.
- Teachers do not always allow pupils the time to read feedback comments and reflect on how to improve their work.
- The home learning programme is not yet fully established and opportunities are missed to extend pupils' knowledge, skills and discipline as learners.
- Many staff consistently apply school behaviour strategies; however, a small number overlook this, and low-level chatter then disrupts lessons.
- The newness of several subject leaders has slowed down the progress in some areas.
- All staff do not yet express their high expectations of how pupils can and should achieve.

### The school has the following strengths

- Outcomes in English are improving across the school. Pupils with weak literacy skills receive good support to boost their reading once identified.
- Attainment at GCSE is rising and getting closer to the national average. Progress in core subjects is good.
- The acting headteacher and deputy headteacher have responded quickly to address teaching and standards. They use external support effectively.
- Governors have a detailed understanding of the school's strengths and areas for improvement. They are highly visible in the school and actively support and challenge senior leaders.
- Pupils' personal development and welfare are securely established. They feel safe and are supported well within the school.
- Advice on careers is well established. All Year 11 pupils leaving the school have secured a place on a course or in employment.

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

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

- Strengthen the impact of subject leaders and include a focus on:
  - continuing to develop their capacity to monitor the quality of teaching and how it impacts on standards in their areas
  - the use of progress information to pinpoint pupils' achievements and quickly intervene to address gaps in knowledge and understanding.
  
- Raise achievement across all subjects and improve learning behaviour in lessons by ensuring that teachers:
  - provide pupils with interesting, challenging work and instil in them the confidence that they can do it
  - use school systems to consistently tackle inappropriate lapses in behaviour
  - allow pupils enough time in class to review marked work, reflect and make their responses
  - firmly establish the home learning programme, so that pupils can use it to extend and deepen their knowledge.
  
- Develop a cohesive approach to firmly embed a culture of high achievement and ambition across the school.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leadership overall is not yet good because pupils' achievements and the quality of teaching require further improvement. There is also variability in the management of behaviour and in pupils' attitudes to learning. As a result, progress is not rising evenly across all subjects.
- Several new subject leaders have recently been appointed. They are in the process of developing their skills and in the early stages of monitoring the quality of teaching in their areas. Their impact has been limited so far. Some of the less experienced leaders are still deepening their use of assessment information to track progress and identify areas where pupils have knowledge gaps. This practice is not yet widespread and limits their effectiveness as middle leaders.
- Since taking up the positions of acting headteacher and acting deputy headteacher in September 2015, senior leaders have begun to make noticeable improvements. School leaders have distinct responsibilities and know precisely what they are accountable for. There is a clear vision and ambition to move the school forward and this is shared by governors and leaders at all levels.
- Leaders and governors work effectively together and are in the process of creating and continuously communicating a culture of high aspiration and ambition across the school. Good use is made of external support and staff now have a professional development programme, tailored to enhance and improve their skills. Performance management systems are used to challenge staff and hold them to account for pupils' progress.
- The leadership of teaching is improving and school tracking shows that more lessons are now considered to promote good learning than previously. Underperformance has been tackled and weaker teaching greatly reduced.
- Staff are supportive of the changes in the school, and those responding to questionnaires and informally commenting during the inspection express their support for the new leadership team.
- The school has a warm, community feel where pupils get along well and are fully accepted and included. Pupils are treated equally and feel valued and respected. In response, they show their respect and regard for each other and discrimination is rare.
- The school promotes pupils' spiritual, moral, social and cultural development well and is committed to offering all pupils a variety of trips and visits outside the area to broaden their horizons. They visit a mosque and synagogue, and learn about living in modern Britain through assemblies and the humanities subjects. This enhances their experiences of different beliefs and cultures. Year 8 pupils even go to France for a day to visit a French patisserie and practise their language skills. Their knowledge and sensitivity towards other cultures are developing well.
- The school curriculum provides a good balance of vocational and academic options and pupils have many opportunities through careers guidance to gather useful information before they choose their next steps when leaving at the end of Year 11. This has a good impact on progress and every leaver has secured a place on a course or in employment when they finish Year 11.
- The additional funding for disadvantaged pupils and pupils with poor literacy skills coming in from primary schools is used very effectively. Pupils benefit from access to additional resources and support in and out of class, and can access trips and visits which raise their levels of confidence in what they are capable of achieving.
- The school's work to keep pupils safe is systematic and thorough. Staff training is fully up to date and policies follow the latest local authority guidelines. Parents receive up-to-date information through newsletters and the school website and there is always a governor present at school events to address concerns.
- Parents' support for the school is growing and they are more accepting of the raft of changes as improvements are beginning to show through. The local authority proactively supports the school, carries out reviews and provides specific and challenging help for leaders. Informal partnerships with other schools have also been beneficial in developing leadership capacity, sharing teaching ideas and practices and beginning to develop the culture of high achievement and ambition.
- Although several aspects require further improvement, the acting headteacher is realistic about her priorities. Her determination to ensure that all staff make full use of systems to manage behaviour and adhere to the assessment and marking policy means that the school is in a strong position to continue to improve further.

## ■ The governance of the school

- Governors know the school well and are honest and accurate in their evaluation of its current position. They have a realistic view of what must be done to improve further, and are fully supportive of senior leaders in raising ambition and aspirations. They understand achievement information and how this is underpinned by the quality of teaching seen on school visits and how well pupils learn. They are highly visible in the school and frequently ask challenging questions.
- Governors are not afraid to make difficult decisions and hold staff to account for the effectiveness of their work and wider aspects of professionalism. Governors have good insights into the varying achievements across subjects and have welcomed external expertise to thoroughly evaluate assessments and improve staff understanding. They attend regular training to maintain high levels of skill in order to fulfil their roles well.
- Governors look closely at information on how pupil premium funds are spent and receive regular reports from the senior leader responsible for the pupil premium plan. They check that the work of academic mentors and the additional teaching assistant support provided for pupils in and out of class ties in with the successful closure of in-school learning gaps for these pupils.
- The arrangements for safeguarding are effective. School leaders have well-established partnerships with parents, carers and external agencies. They work together to ensure that all pupils are supported and feel safe. Governors' safeguarding and child protection training is up to date and they understand the importance of keeping pupils safe. Governors recognise their role in maintaining a high level of importance in respect of safeguarding and know exactly what to do in the event of a safeguarding concern.

## Quality of teaching, learning and assessment requires improvement

- The quality of teaching across the school is variable and not enough teaching leads to good rates of progress in all subjects.
- Several new teachers do not consistently use the school's systems to tackle poor behaviour, and pupils lose interest and their learning becomes less secure.
- A legacy of intermittent cover teaching has had a negative impact on pupils' achievements. Teachers are not always sure what pupils have done previously and set work which is repetitive and doesn't engage or challenge pupils.
- Although many of the teachers follow the school's assessment and marking policy, they do not always allow enough time for pupils to reflect on their feedback and develop their understanding of how to improve further.
- The school's new home learning programme is not yet securely established and pupils have limited opportunities to extend and deepen their knowledge, work habits and study skills across subjects.
- Where teaching is most effective, teachers and supporting adults know their pupils well and have an insightful understanding of precisely what pupils need in order to help them learn. Teaching assistants skilfully lead whole-class and small-group sessions to provide effective support inside and out of the classroom. This enables pupils with additional learning needs, those who are disadvantaged and the most-able pupils to learn effectively and make good progress.
- In some subjects such as English and mathematics, teachers offer good-quality written and oral feedback and pupils have time to reflect on how to improve their work. Their books show that many have the skills to check and evaluate their successes and the desire to correct mistakes and misconceptions. In mathematics, teachers frequently refuse to simply give pupils the answer, and instead expect them to find their own solutions, and to be able to explain how they did this. This has become a strong feature across the department and has contributed to raising pupils' enjoyment and confidence in mathematics.
- In the best examples seen, teachers fill lessons with tasks and activities which pupils find interesting. In a physical education lesson, supported by the head of English, pupils heard about the scientific effects of exercise on the body, followed by a passage from the autobiography of a well-known Lincolnshire presenter and extreme sportsman. This held their interest and enabled them to read and enhance their literacy and comprehension skills.
- Adults know pupils well and the many positive relationships encourage productive learning environments in the classrooms. Pupils take increasing care over the presentation of their work and show their progress mapped on 'flight paths' displayed in the front of every exercise book. This shows their positive desire and determination to succeed in learning.

- Pupils enjoy reading and the school encourages this at tutor time and through time spent in the well-stocked school library. There is good support in place for weaker readers and pupils quickly improve their skills and reading ages.
- In most lessons, teachers and pupils communicate well with each other, expectations are high and pupils commit themselves wholeheartedly to learning. The most able are suitably challenged and stretched and as a result their attainment is rising.
- Where teaching is most effective, disabled pupils and pupils with special educational needs make good progress because they are set work that addresses their needs and they are well supported in class.

## Personal development, behaviour and welfare

requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and well looked after and this view is shared by the majority of parents and carers. School buildings are bright and kept in good order and the site is secure. Displays that celebrate attendance, achievements and pupil responsibilities help to create a friendly, community feel. Pupils have confidence in staff and say that they always have someone to talk to if they have a concern.
- Pupils fulfil a range of responsible roles and embrace opportunities to join the junior leadership team or become peer leaders and pupil mentors. Pupil voice is valued in the school and pupils enjoy playing their part. Pupil mentors frequently listen to others read during tutor time, or help them with their work.
- Pupils know how to stay safe online because the school teaches them about the potential perils early on and there are several assemblies and visitors to re-deliver the message. They understand well the different forms of abuse and bullying and how to report their concerns.
- The school has a well-established programme of careers advice and guidance and strong links with a number of local businesses. Events throughout the year allow pupils to sample different courses and find out more about apprenticeships and college options. Year 10 pupils complete a week of work experience and this contributes towards their understanding of future career choices.
- Bullying is rare in the school; pupils agree and school records show that on those few occasions, incidents are quickly dealt with and resolved effectively. Pupils and the majority of parents who expressed their views have confidence in the school's methods of dealing with poor behaviour. New systems are being introduced, which pupils say are already making a difference.
- The school promotes British values through different areas of the curriculum, assemblies and 'super learning' days. Pupils understand how these relate to everyday life and show this through their actions and attitudes towards each other. They have good knowledge and awareness of the beliefs and cultures of others living in Britain today. All pupils are treated equally in the school and this is mirrored by the rising achievement of all groups, and the narrowing of gaps.
- The school has received national recognition for its work with young carers and places pupils' emotional well-being at the heart of its work.

### Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attitudes to learning and desire to succeed are variable. A small minority are less positive and they are easily distracted in lessons. When teaching fails to grab their interest or challenge them, they are prone to engage in chatter and stray from the focus of learning.
- Behaviour occasionally wanes because teachers do not enforce the school's behaviour strategies early on in the lesson.
- Pupils generally move around the site in an orderly manner, and the majority arrive at their lessons on time. A small number are less punctual.
- Attendance across the school has risen since the last inspection and is now edging above the national average. Similarly, the proportion of pupils who are persistently absent has reduced further, to well below the national level. The school has been proactive in promoting good attendance and has raised the profile and importance of being in school. The attendance officer provides an essential link between the school and families, and visits to make sure that a clear message to 'be in school' is delivered.
- Pupils look smart in their uniforms and several express their pride in being part of the school. The pupils themselves chose the blazer and older pupils comment on how the school has improved since they joined in Year 7.

## Outcomes for pupils

## require improvement

- In 2015, the standards reached by Year 11 pupils in English and mathematics separately, and their expected and more than expected progress levels, were below those seen nationally. As a result, the school failed to reach the government's minimum expectations.
- Achievement in English was below that in mathematics and considerably below the national value. The proportion of pupils securing five A\* to C grades at GCSE including English and mathematics fell from 42% to 33%.
- The school's most-able pupils were behind their peers nationally; however, their achievement in mathematics was closer to the national average. Achievement in English fell well below the national average.
- Disadvantaged pupils achieved less well than their peers in school, both in their GCSE grades and also in progress made. They made less progress in English and mathematics than other pupils nationally.
- Achievement in core science fell from the previous year to significantly below the national average. Fewer than half of the pupils gained a C grade at GCSE.
- Achievement in French in 2015 was much lower than the national average, with fewer than 3% of pupils securing a grade C or better at GCSE.
- The school has since strengthened the teaching and leadership of modern foreign languages and science. As a result, current school assessment information shows that pupils are making stronger progress.
- Current school performance information indicates that attainment in several subjects is rising and the proportion of pupils on track to make and exceed progress expectations in English is getting closer to national levels. More pupils than previously are set to make better than expected progress in mathematics. School information is based on secure judgements and correlates with areas where teaching has improved.
- The gaps in within-school attainment and progress for disadvantaged pupils in English and mathematics are narrowing. More noticeable is the narrowing of the gap between disadvantaged pupils and their non-disadvantaged peers nationally. This is a result of a structured support programme and a range of additional help, such as the high-level teaching assistants and creation of the nurture group.
- Pupils are achieving well in science under the new subject leader and more effective use is being made of assessment systems and five 'data points' at which to collect information throughout the year.
- Currently, disabled pupils and pupils with special educational needs are making good progress because of the early support that is put in place for them. The most able have exceeded their results from 2015 and now all are on track to gain five grades A\* to C at GCSE including English and mathematics. The proportions gaining the higher A\* to A grades across subjects are rising.
- Pupils are well informed about their next steps and options when they leave. All pupils secure a place in further education, training or employment because the school offers honest and open advice from a variety of sources, so that pupils can make their own informed decisions and find the best fit for them.
- School leaders are under no illusions about how well pupils are faring and have set their focus on continuing to eradicate the variations between subjects.

## School details

<b>Unique reference number</b>	120645
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10001827

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

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	653
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Grooms
<b>Acting headteacher</b>	Elizabeth Smith
<b>Telephone number</b>	01406 362120
<b>Website</b>	<a href="http://www.thepeelee.co.uk">www.thepeelee.co.uk</a>
<b>Email address</b>	<a href="mailto:headteacher@peelee.lincs.sch.uk">headteacher@peelee.lincs.sch.uk</a>
<b>Date of previous inspection</b>	30 October 2013

## Information about this school

- The Peele Community College is smaller than the average-sized secondary school.
- Since the last inspection, there has been a change of leadership. From September 2015, the acting headteacher and acting deputy headteacher took up their posts.
- Several new teachers and subject leaders have recently joined the school.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils who are disadvantaged and therefore supported by the pupil premium is slightly above average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and children who are in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs is higher than the national average.
- The school does not make use of off-site training for any of its pupils. There are established links with local employers to support Year 10 pupils during their week-long work experience.
- The school did not meet the government's floor standards in 2015. These are the minimum expectations for pupils' attainment and progress in English and mathematics.



## Information about this inspection

- Inspectors observed 35 lessons, seven of them jointly with school leaders. An inspector also attended a Year 9 assembly.
- Inspectors held meetings with senior and subject leaders. They discussed achievement, teaching and learning, the curriculum, behaviour and attendance. Inspectors paid close attention to how well additional funding is used for those eligible for the pupil premium and also for Year 7 pupils with low literacy levels. An inspector met with the school's coordinator for pupils with special educational needs. The lead inspector met with seven governors, including the Chair of the Governing Body and its vice-chair. She also had a meeting with a school improvement adviser.
- Inspectors looked closely at a range of school documentation on attendance and behaviour and looked at pupils' current progress and the monitoring of safeguarding. The lead inspector read the school's own evaluation of its strengths and areas identified for further improvement.
- Inspectors spoke formally with two groups of pupils, including members of the junior leadership team. They observed behaviour at break- and lunchtimes and spoke informally with pupils around the school.
- Inspectors considered the views of parents through the 39 responses to the online survey, Parent View. The lead inspector also looked at the school's own parents' questionnaire, and noted the contents of an email received during the inspection.
- The views of 47 members of staff who responded to the staff questionnaire were taken into account.

## Inspection team

Aune Turkson-Jones, lead inspector	Ofsted Inspector
Dr Rona Mackenzie	Ofsted Inspector
Matthew Sammy	Ofsted Inspector
Mandy Wilding	Ofsted Inspector



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