

# One In A Million Free School

Cliffe Terrace, Bradford, BD8 7DX

## Inspection dates

30 June–1 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- A minority of students demonstrate poor self-discipline which disrupts their own learning and that of others. This prevents some lessons from flowing smoothly and causes the pace of learning to slow.
- Some teachers do not have sufficiently well developed strategies to manage behaviour and rely too much on interventions from the vice-principal.
- Most, though not all, teaching is of a good standard. Some teachers do not adapt their lessons to address students' misconceptions quickly enough. As a result, students sometimes leave lessons confused about key points of learning.
- Some lower-attaining students are not making the progress they should in English. For a few students, the work in books shows a decline in standards which has not been picked up and addressed quickly enough.
- Some students have not developed sufficient skills in reading such as comprehension and inference.
- While there are effective systems to assess students progress in English, mathematics and science, leaders have not extended these to assess students' progress across all subjects.

### The school has the following strengths

- Leaders and governors are highly motivated, committed and determined to ensure the school meets the needs of students that are likely to struggle in mainstream education. In particular, they are determined to remove the barriers to success caused by disadvantage.
- They have a clear long-term strategic vision for the development of the school. As a result, this is an improving school.
- The school actively promotes students' spiritual, moral, social and cultural development. Many students learn the importance of the school's core values quickly and demonstrate the belief that they can get better through hard work.
- Disadvantaged students make good progress. Gaps between their attainment and that of other students nationally are narrowing. Their good progress is supported by their good attendance, which is above that of other disadvantaged students nationally.
- Marking and feedback provide very clear guidance to students on how to improve their work. Students readily act upon comments by undertaking further research. The use of digital media complements this approach. At times, this leads to the rapid development of students' knowledge and understanding.
- Students are safe in school. The Principal tackles potential risks to students' safety head on through his assemblies and the wider curriculum.

## Information about this inspection

- The inspectors observed 21 part-lessons, of which two were observed jointly with the Principal. In addition, inspectors made a number of observations of literacy teaching and listened to some students reading to their teacher. Inspectors also scrutinised a number of students' books from across a range of subjects.
- Meetings were held with the Principal, vice-principal, middle leaders and teachers. Inspectors also met with the Chair of the Governing Body and four other governors, an external consultant who supports the school and representatives of the Bradford Partnership.
- Inspectors also held meetings with students and with a parent of a student who attends the school.
- Inspectors took account of 86 responses to the online questionnaire (Parent View). Responses to the staff questionnaire were also analysed.
- Inspectors looked at a wide range of documentation, including the school's self-evaluation and development plans, minutes of governing body meetings, assessment information, checks on the quality of teaching, records of behaviour and attendance and information on safeguarding (how the school protects students and keeps them safe) and case studies of the school's work with students with specific behavioural issues.
- On 22 September 2015, an additional visit was made to the school by David Brown, one of Her Majesty's inspectors, to gather additional evidence due to an incomplete inspection. The visit focused on students' behaviour.

## Inspection team

Chris Smith, Lead inspector	Her Majesty's Inspector
Philip Riozzi	Her Majesty's Inspector
David Brown	Her Majesty's Inspector

## Full report

### Information about this school

- The school opened in September 2013 to students in Year 7 and this year expanded to include students in Years 7 and 8. Currently, there are nine full-time teachers employed by the school.
- The school was set up by One In A Million, a Bradford-based charity that works in partnership with Bradford City Football Club, with the aim of working with children and young people in areas of deprivation within Bradford.
- The school is much smaller than other secondary schools.
- Students attending the school have not yet taken external examinations.
- Currently, around three-quarters of students in the school are boys.
- The proportion of disabled students and those who have special educational needs is below the national average.
- There is an above average proportion of disadvantaged students, those supported by the pupil premium. This is additional government funding to support students known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of students from minority ethnic backgrounds is higher than that seen nationally.
- The school does not use any alternative provision.
- The school works in partnership with other schools in the Bradford Partnership, a collection of local schools and academies that support one another.

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

- Take action to improve the behaviour and attitudes to learning of a minority of students, by:
  - raising expectations through the consistent application of the school values that promote good behaviour
  - ensuring that all teachers apply the school's behaviour policy consistently and manage all behaviour that interrupts learning and prevents lessons from flowing smoothly.
- Improve teaching by:
  - making sure teachers tackle quickly students' misconceptions and uncertainties identified through their assessment of their progress during lessons
  - providing more support to help students improve their comprehension and inference skills when reading
  - providing more effective support for lower-attaining students in English, so that they do not fall behind other students.
- Improve the effectiveness of leadership by developing effective systems to track students' progress across all subjects.

## Inspection judgements

### The leadership and management are good

- Leaders and governors have a very clear vision – to meet the needs of disadvantaged students within Bradford who are at risk of failing in the mainstream education system. Central to this vision is the development of core values of compassion, honesty, integrity and excellence. These values are displayed around the school and integrated into the curriculum. They underpin the relationships between adults and students. Parents are overwhelmingly positive about the leadership of the school. One parent stated, 'Sending my child to this school was the best decision I have ever made.'
  - The Principal and vice-principal have a good understanding of the school's performance. They have effective plans in place to develop the school. The governors are aware of the need to build further leadership capacity as the school grows in size and have well developed plans to appoint additional leaders. These posts will focus on identified priorities of improving standards of behaviour and the quality of teaching. In addition, some leadership responsibilities are beginning to be devolved to middle leaders, although this process is at an early stage of development.
  - The Principal provides clear leadership of teaching and guidance for other staff. He and the vice-principal visit lessons and scrutinise work in students' books regularly. All teachers receive feedback on their performance which is formalised into individual development plans. Informally, teachers plan lessons together and visit each other's lessons to share ideas regularly. These approaches are improving teachers' practice and are fostering a culture of collaboration. However, they have had less impact on ensuring a consistent approach to managing students' behaviour. Further professional development for teachers is provided from partner organisations and through well-established links with good and outstanding schools in the area.
  - The school's strong sense of core values underpins a culture of equal opportunities, ensuring that all students have access to the full range of subjects and activities. Discrimination in any form is not tolerated. The spiritual, moral, social and cultural development of students is promoted highly effectively. The principal uses assemblies to tackle challenging themes, such as child sexual exploitation, terrorism, democracy and extremism. His direct approach contributes strongly to students' safety and helps to prepare students for life in modern Britain.
  - The curriculum centres strongly on the development of the core skills of literacy and mathematics, recognising the relatively low starting points of many students when they join the school. Specific programmes designed to develop students' reading and mathematics skills have recently been introduced. The curriculum also emphasises sport and the arts, which help to develop the core values that the school promotes. At the end of the school day, over a third of students stay on to take part in enrichment activities including cookery, gaming, drama, music technology and sports.
  - There are effective systems to track students' progress in English, mathematics and science. The assessment of students' progress in other subjects is less well developed.
  - The school uses the pupil premium effectively. The funding has been used to buy resources for the teaching of literacy and mathematics. For a few students, specific support has been brought in to help them address issues with their behaviour or attendance. This support is helping to ensure disadvantaged students make similar, and in some subjects, better progress than other students in the school.
  - Students are well prepared for the transition to GCSE courses, which will begin in core subjects in Year 9. Looking further ahead, the school provides good opportunities designed to raise aspirations, such as visits to universities and participation in sport. Work experience placements will begin for students in Year 9. In addition, students receive regular careers guidance sessions.
  - Safeguarding arrangements meet statutory requirements. The school site is safe and secure and thorough checks are made on all adults that work in the school. All members of staff fully understand and follow the school's child protection policy. Members of staff are vigilant for the signs of radicalisation, following recent staff training linked to the 'Prevent' strategy.
  - Governors and leaders have forged strong links with other schools and external consultants to ensure that the school is not isolated. For example, the school's performance has been reviewed by the Bradford Partnership on a number of occasions and teachers work closely with colleagues in other Bradford schools to check the accuracy of its assessments.
- **The governance of the school:**
- Governance is a considerable strength of the school. Members of the governing body have shown a relentless drive to establish and grow a school that tackles the challenges of disadvantage within the

city. Developing young people with strong core values is at the heart of their vision. They have a clear strategic plan for the school's growth and development.

- Governors give of their time generously. They receive regular reports from the Principal and from external audits of the quality of teaching and behaviour in the school. They ensure strong financial management and value for money. They track the impact of the pupil premium and Year 7 catch-up funding carefully. The governors are also rigorous in checking on students' progress and commission a wide range of external partners to validate the school's own checks.
- Governors have high expectations of members of staff and manage their performance tightly. Minutes of governing body meetings show they hold the Principal accountable through searching and challenging questions. Where necessary, they have taken action when staff performance falls below expectations.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of students requires improvement. Not all teachers apply the school's behaviour policy in the same way, which leads to a minority of students having poor self-discipline and negative attitudes to learning. In some lessons, a number of students disrupt their own learning and sometimes the learning of others through immature behaviour. Because of this, the progress of some students slows.
- The vice-principal drops into each class several times a day and has a positive impact on behaviour, sometimes skilfully defusing potentially challenging situations. He offers guidance to staff and reminds students of the school's expectations. However, several teachers told inspectors they feel behaviour in the school is not good and needs to be managed more effectively.
- Behaviour has improved over time. Students and external partners agree that it is much better than it was at the beginning of the year, when some students struggled to adapt to the school's expectations. The school has successfully engaged a number of students whose previous behaviour and school experience meant they were at risk of exclusion. During the additional visit there was an evacuation of the building due to a fire alarm. The students conducted themselves impressively throughout this incident.
- The majority of students display positive attitudes to learning. Many are inquisitive and curious about the content of lessons, reflected in the thoughtful questions they ask. During social times, students mix well with one another and behave responsibly. They are polite and friendly and move around the school building in a safe and orderly manner. The school building and grounds are clean, litter-free and looked after well. All students wear their school uniform and told inspectors they are proud of their school.
- Nevertheless, a number of students continue to exhibit more challenging behaviour and the proportion of students that have been excluded is above that seen nationally. The school recognises the need to add capacity to manage behaviour more effectively and is looking to appoint a pastoral support worker to lead this work.
- 'Rest and restore' sessions at the end of each day ensure that students do not go home without having had a chance to talk about and resolve any difficulties that have arisen during the day. They find these helpful.

### Safety

- The school's work to keep students safe and secure is good. Students say they feel safe in school. Incidents of bullying are rare. Students know that bullying can be reported through the school's website and are confident adults will deal with it effectively.
- Students have a well-developed understanding of the risks to their personal safety when online.
- The Principal does not balk at tackling sensitive issues in weekly assemblies. Students therefore understand the risks they may be exposed to and have some idea about what they can do if they feel unsafe or have concerns about the safety of their friends.
- Adults know what to do if they have concerns about the safety and protection of a student. Members of staff have been timely, proactive and insistent in seeking the support of other agencies such as the Safer Schools Police Officer or local social services where they have concerns.
- Leaders have strengthened their efforts to improve attendance through employing an education welfare officer. This appointment, in addition to the use of celebration assemblies and attendance rewards, has improved attendance, which is in line with the national average for secondary schools. There are relatively few students who are regularly absent and the attendance of disadvantaged students is well above that of similar students nationally.

**The quality of teaching** is good

- Evidence from students' books, learning seen during lessons and from the school's assessment information show that students across Years 7 and 8 make good progress across different subjects. This is because most teaching is well planned and of a good quality.
- Teachers' lesson planning emphasises the development of core values. Consequently, students are given plenty of opportunities to work independently, to take on leadership roles and accept responsibility. Many students respond positively and flourish under this approach, although a few lack the necessary maturity to manage their behaviour well enough.
- The teaching of reading is developing. The school has recently introduced a new programme to accelerate students' reading skills. All students begin the day with a 30-minute reading session. New books have recently been purchased and a better assessment system is now in place to check on the progress students make. Some students with weaker reading skills receive more tailored support to consolidate their understanding of phonics (the sounds that letters represent), although many other students need more structured support to improve their ability to select information and infer meaning from texts.
- Mathematics is taught effectively. Work in students' books indicates that many students make rapid progress. There are well-planned opportunities for students to apply their mathematical skills to real-life problems.
- There are many opportunities for students to write at length in different subjects. Most work in books is well presented. Teachers ask probing questions that encourage students to explain their thinking fully.
- The school has a clear marking policy which is followed consistently by teachers. Students receive written comments regularly that highlight what they have done well, what their next steps are and provide a further challenge. Students act upon this feedback readily, which, at times, leads to further development of ideas.
- Teachers are clear about the learning outcomes they expect and they draw upon a range of strategies to meet students' needs. Most teachers use assessment techniques during lessons to gauge students' level of understanding and confidence, although some teachers do not pick up and tackle students' misconceptions as soon as they occur. As a result, some students leave lessons unclear about key points of learning.
- Teachers and students make good use of technology, including the effective use of interactive whiteboards, video and tablet computers. Every student has use of a personal tablet computer which enables them to carry out research and share their work with the class digitally.

**The achievement of pupils** is good

- Students enter the school with varying levels of prior attainment. The prior attainment of students in Year 8 was significantly below the national average. However, the current Year 7 entered the school broadly in line with standards nationally. At this early stage in the school's life, there are no external examination results to compare students' achievement with that of other schools nationally. However, assessment information shows that the vast majority of students make at least expected progress in English, mathematics and science, with around half of students making more than expected progress. This is confirmed by scrutiny of the work in students' books.
- Assessments in English, mathematics and science are checked by colleagues in local schools to make sure that teachers are awarding the correct grades. This data show that most groups of students make similar progress to one another. Boys make similar progress to girls. Disadvantaged students are making good progress and closing the gap on the attainment of other students nationally. In English, the gap between their attainment and that of other students in the school is closing.
- The assessment of students' progress in other subjects is less well developed. From September 2015, the school will adopt a different approach to assessment, which should bring more consistency to the tracking of students' progress across all subjects.
- Most disabled students and those who have special educational needs make similar progress to other students in the school. However, there are a small number of lower-attaining students that are falling further behind in English, which is affecting their progress in other subjects. This is because the support they receive is not fully meeting their needs.
- The most able students make good progress. A regular feature in lessons is the cooperative learning that takes place, often with the most able students providing good support to their peers.

- Students from minority ethnic groups and those who speak English as an additional language are making good progress and keeping up with their classmates. This is because teachers adapt the curriculum to suit their needs.
- Year 7 catch-up funding is being used to support struggling students on the school's recently introduced reading and mathematics programmes, which all students follow. As yet, it is too early to evaluate the impact of these programmes.

## 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

<b>Unique reference number</b>	139474
<b>Local authority</b>	Bradford
<b>Inspection number</b>	450067

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	117
<b>Of which, number on roll in sixth form</b>	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Hughes
<b>Principal</b>	Jez Stockill
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01274 723439
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