

Royds School

Pennington Lane, Oulton, Leeds, West Yorkshire LS26 8EX

Inspection dates

24–25 May 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching, learning and assessment has improved since the last inspection. However, it is too variable across a wide range of subjects.
- Sometimes, teachers set work which is too easy for the most able pupils and too hard for lower-attaining pupils. Equally, questioning is not used consistently well to develop and deepen pupils' knowledge and understanding.
- Although some pupils are set homework regularly, this is not the case in all subjects and homework tasks are sometimes unchallenging.
- Rates of progress in English and mathematics are improving. However, pupils' progress in a wide range of other subjects is too variable.
- The gap between disadvantaged pupils and other pupils is narrowing, but not quickly enough.
- Occasionally, when the work set does not capture and hold their interest, pupils do not have positive attitudes to learning.
- Although improving, levels of attendance remain below the national average for secondary schools.

The school has the following strengths

- The headteacher and senior leaders have tackled the significant weaknesses identified at the last inspection well. They have placed the school in a strong position to secure further improvement.
- The quality of teaching and pupils' learning and progress in English, mathematics and science are improving quickly.
- 16 to 19 study programmes are good. Sixth-form learners make good progress in a range of vocational and academic subjects. As a result, they are well prepared for the next stage of their education, training or employment.
- Governors are effective in supporting and challenging the headteacher and senior leaders.

Full report

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

What does the school need to do to improve further?

- Strengthen the quality of teaching and accelerate pupils' progress, especially lower-attaining pupils and those who are disadvantaged, by:
 - ensuring that teachers use assessment information to plan learning activities which build on what pupils already know, understand and can do
 - making sure that teachers keep a close eye on pupils' learning and progress in lessons, and intervene quickly when they need more challenging work or extra help
 - making sure that teachers use questioning to challenge pupils to explain their ideas and, as a result, develop their confidence and deepen their understanding
 - ensuring that all teachers set regular homework which helps pupils to consolidate, develop and deepen their knowledge, skills and understanding.
- Improve pupils' personal, development, behaviour and welfare by:
 - making sure that learning activities capture and hold pupils' interest and promote good behaviour and positive attitudes to learning
 - improving levels of attendance and reducing the number of pupils who are persistently absent, especially disadvantaged pupils and those who have special educational needs or disability.

Inspection judgements

Effectiveness of leadership and management **is good**

- The headteacher and senior leaders have an exciting and ambitious vision for the future. Since the last section 5 inspection, they have brought energy, resolve and a strong sense of urgency to the school's drive for improvement. As a result, Royds School no longer requires significant improvement.
- Senior leaders have an in-depth understanding of the school's strengths and weaknesses and know what needs to be done to move the school to good. Senior leaders have robust plans for improving teaching and securing better outcomes for pupils.
- There has been a marked improvement in pupils' personal development, behaviour and welfare since the last inspection. Records show that incidents of bullying and prejudiced behaviour, previously identified as 'not uncommon', are infrequent and tackled well.
- Leadership in English, mathematics and science is increasingly effective. The impact of middle leaders in these vitally important subjects can be seen in improved teaching and faster pupil progress. Importantly, middle leaders have secured the strong support and commitment of their core subject colleagues who share their determination to remove all barriers to success.
- Teachers are held more rigorously to account as a result of the school's more effective performance management system. Equally, teachers value the good-quality training and development they receive to improve their practice. Although still requiring improvement, the quality of teaching, learning and assessment is improving quickly.
- The school's broad and balanced curriculum is enriched by a developing programme of extra-curricular activities. Additionally, pupils receive good-quality careers education and guidance which helps them to make increasingly well-informed choices about key stage 4 options and post-16 study.
- Pupils' spiritual, moral, social and cultural development is effectively promoted. The school's strong focus on promoting positive behaviour is helping pupils to distinguish between right and wrong and learn how to be responsible citizens. Pupils' knowledge and understanding of the wider world is well promoted through a wide range of school-based and out-of-school activities, including international visits.
- Additional funding, including the pupil premium and the Year 7 catch-up premium, is used effectively to enhance the curriculum and for targeted support and intervention programmes. As a result, the gaps between disadvantaged pupils and other pupils are narrowing. They are not, however, narrowing quickly enough in all subjects.
- **The governance of the school**
 - Governors share leaders' vision and ambition together with their drive for improvement.
 - Governors are knowledgeable about the school's strengths and weaknesses. They check the detailed reports and information they receive from the headteacher and ask searching questions about the quality of teaching and pupils' learning and progress.
 - Governors have clear roles and responsibilities and are increasingly effective in challenging senior leaders and holding them robustly to account.
 - Governors know exactly what the school uses additional funding for. They do not, however, have a clear enough view of the impact of the pupil premium funding on improving outcomes for disadvantaged pupils.
 - The local authority has provided effective support and challenge to governors and senior leaders.
- The arrangements for safeguarding are effective. Leaders and staff know pupils well and are alert to the things that make them vulnerable. Records show that concerns are reported quickly and timely action is taken to protect pupils who are at risk. The school works closely, and effectively, with other professionals and services to provide the help and support that the most vulnerable children and their families need.

Quality of teaching, learning and assessment **requires improvement**

- The quality of teaching, learning and assessment has improved since the last section 5 inspection. The improvement is most evident in English, mathematics and science. Crucially, however, it is too variable across a wider range of subjects and, as a result, requires improvement in order to be good.
- In English, mathematics and science, teachers have high expectations. They set interesting and challenging work which stretches the most able while providing effective support for lower-attaining

pupils. However, expectations are not consistently high across a wide range of subjects and, at times, teachers do not set challenging enough work.

- Teachers' assessments in English, mathematics and a wide range of other subjects are increasingly accurate. Some teachers use this information well and clearly identify what pupils need to do to make fast progress. Others do not use assessment information well enough and, as a result, learning activities do not build on what pupils already know, understand and can do.
- Inspectors' observations in lessons and the work in pupils' books show that some teachers are quick to spot when pupils make mistakes, 'get stuck' or fall behind. They intervene swiftly and give pupils clear feedback which helps them to tackle a misconception, catch up or improve the quality of their work. This is not, however, the case in all subjects and across all key stages. Sometimes, teachers do not spot when the work set is too easy for the most able pupils or too hard for lower-attaining pupils. As a result, the progress pupils make is too variable.
- Some teachers use questioning to challenge pupils to explain their ideas and thinking. In a Year 8 drama lesson, for example, pupils responded enthusiastically and with interest to the teacher's skilful and highly effective questioning. On too many occasions, however, teachers' questioning does not help pupils to increase their confidence and develop or deepen their understanding.
- Pupils are set homework regularly in some subjects. Year 7 pupils spoke to inspectors about the interesting and challenging homework they are set in science, for example. However, homework is not set regularly enough in all subjects and some homework tasks are unchallenging.
- The teaching of reading has been given a high priority. As a result, lower-attaining pupils are making fast progress in developing these important skills and many more are reading at the age-expected level. Many pupils in Year 7 read with interest and with age-appropriate levels of fluency and understanding.
- Mathematics teaching has strengthened since the last inspection. Learning activities are increasingly well-matched to pupils' different levels of ability. As a result, pupils use their mathematical knowledge with growing confidence and fluency. Importantly, pupils who grasp concepts quickly are challenged to use their knowledge and skills to reason and solve complex problems.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Many pupils are developing the skills and qualities they need to be confident and successful learners. They rise to the challenge of higher expectations and harder work, are proud of themselves and want to do well. At times, when the work set does not capture or hold their interest, pupils' attitudes to learning are less positive.
- Pupils are increasingly tolerant and respectful and say that they 'get along well' with their friends. They say, unequivocally, that the use of racist or homophobic language is unacceptable and uncommon. Similarly, pupils say that bullying is not tolerated and incidents of bullying are tackled well. Some parents do not share pupils' confidence in the school's response to concerns about bullying.
- Pupils say that they feel safe and are learning how to stay healthy and keep safe. Year 7 pupils, for example, spoke knowledgeably to inspectors about how to use mobile phones, computers and the internet safely.
- Senior leaders keep a close eye on the pupils attending alternative provision. Placements are carefully matched to pupils' interests and learning programmes are well planned. As a result, many improve their attendance and progress successfully on to further education or training.

Behaviour

- The behaviour of pupils requires improvement.
- There has been a tangible improvement in pupils' conduct and behaviour since the last inspection. Expectations are higher and teachers routinely follow the school's behaviour policy. As a result, there is a strong downward trend in incidents of challenging or disruptive behaviour. Increasingly, pupils are polite and respectful, willingly following the firm but reassuring direction they receive from adults.
- Records show that pupils' behaviour in lesson is improving. Pupils understand the school's expectations and have a growing pride in 'doing the best work they can'. Lessons are occasionally interrupted by low-level disruption as a consequence, typically, of the teacher's low expectations or work which is uninteresting or undemanding.
- Levels of attendance have improved since the last inspection but remain below the national average for

secondary schools. Although reducing, the number of pupils who are persistently absent is high. The poor or irregular attendance of some pupils, especially disadvantaged pupils and those who have special educational needs or disability, has a noticeable impact on their learning and progress.

Outcomes for pupils

require improvement

- The proportion of Year 11 pupils achieving GCSE A* to C grades, including English and mathematics, has risen since the last inspection and, in 2015, a high proportion achieved A* to C grades in science. The attainment of Year 11 pupils in a wide range of other subjects was, however, too variable.
- In 2015, the proportion of Year 11 pupils making expected progress in English was higher than the national average. In mathematics, the proportion making expected progress improved but was lower than the national average. Although the gap between the progress made by disadvantaged pupils and other pupils nationally in English and mathematics is narrowing, it is not doing so quickly enough.
- Current Year 11 pupils are making stronger progress in English and mathematics. Rates of progress are increasing and a higher proportion are on track to make expected progress. Importantly, more Year 11 pupils are exceeding expectations in English and mathematics. However, assessment information shows that rates of progress in a wide range of subjects remain too variable.
- In Years 7 and 8, the most able pupils are making faster progress than lower-attaining pupils. The progress made by disadvantaged pupils and those who have special educational needs or disability, from their different starting points, is comparable with other pupils.
- A high proportion of pupils start Year 7 below the age-expected level in reading. As a result of effective and well-targeted support, pupils make fast progress in reading. This, in turn, helps them to make faster progress in other subjects.
- Pupils are increasingly well prepared for their next phase of education, training or employment.

16 to 19 study programmes

are good

- The leadership of the sixth form is good. Learners' progress is carefully monitored and leaders take prompt and effective action to support any learners who are struggling or fall behind.
- The quality of teaching, learning and assessment in the sixth form is good. Teachers are increasingly knowledgeable about the course requirements in a range of vocational and academic subjects. Teachers give learners detailed and helpful feedback which helps them to learn well, make good progress and be well prepared for examinations.
- Learners say they work well together, feel well supported and are 'one big community'. They speak highly about improvements in the quality of teaching since the last inspection.
- Study programmes include a range of non-qualification activity, including work experience. This helps learners develop their personal, social and employability skills. Careers education and guidance is effective. Learners are well informed about their next steps and have clear plans for the future. A high proportion of Year 13 learners have secured university places, apprenticeships or employment.
- Learners who did not achieve a GCSE grade C in English and mathematics in Year 11 have additional lessons and individual support. As a result, a higher than average proportion achieve a grade C by the end of Year 12 or 13.
- The behaviour of sixth-form learners is exemplary. Many are excellent role models for the key stage 3 pupils they support. Attendance in the sixth form is slightly below the national average but is improving, mainly as a result of effective support for learners and their families. Almost all learners complete their study programmes.
- Leaders have an accurate view of what is working well and what needs to improve in the sixth form. However, they have not checked whether all the actions in their improvement plan are on track nor have they checked whether learners have enough opportunities to learn about personal and social issues such as health and relationships.
- The sixth form meets the government's requirements for post-16 study programmes and has met the government's minimum standards for the last three years.

School details

Unique reference number	108081
Local authority	Leeds
Inspection number	10011685

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

Type of school	Secondary
School category	Foundation
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	1,054
Of which, number on roll in 16 to 19 study programmes	145
Appropriate authority	The governing body
Chair	Brenda Etchells
Headteacher	Brian Kelly
Telephone number	0113 2059559
Website	www.roydsschool.org
Email address	info@roydsschool.org
Date of previous inspection	5–6 November 2014

Information about this school

- Royds is a larger than average-sized secondary school.
- The proportion of pupils supported through the pupil premium (additional funding for pupils known to be eligible for free school meals, children from service families and those looked after by the local authority) is higher than average.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is lower than the national average.
- The proportion of pupils who need support for their special educational needs or disability, or who have education, health and care plans, is much lower than the national average.
- The school uses the following alternative providers: The Hunslet Club, Footsteps, Southway, Involve, Grafton Learning Centre, Educ8, Breeze and HUB.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements for the publication of specified information on its website.

Information about this inspection

- Inspectors observed teaching and learning on both days, spoke to pupils and sixth-form learners, and examined the work in their books and folders. Several lessons were visited jointly with the headteacher and senior leaders.
- Meetings were held with pupils and sixth-form learners, senior and middle leaders, seven governors (including the chair of the governing body) and a representative from the local authority.
- Inspectors considered 81 responses recorded on Parent View (Ofsted's online questionnaire). Inspectors took account of 32 responses to the online staff survey.
- Inspectors visited two alternative providers: Involve and The Hunslet Club.
- Inspectors examined documents relating to governance, school improvement planning, self-evaluation, pupils' progress, attendance, behaviour, the curriculum and safeguarding.

Inspection team

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