

The City of Leicester College

Downing Drive, Evington, Leicester, Leicestershire LE5 6LN

Inspection dates

23–24 May 2017

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
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not made enough improvements to secure good outcomes for pupils.
- Teaching is not yet consistently good or better. Some teachers' expectations of what pupils can achieve are too low. These teachers frequently accept work that is incomplete and presented poorly.
- Teachers' use of questioning to check pupils' understanding does not consistently promote good learning.
- Leaders have not acted quickly enough to speed up the progress made by pupils, especially in science and English. This issue is now being tackled with some success, although teaching in science is still too variable.
- In recent years, disadvantaged pupils and those who have special educational needs and/or disabilities made slower progress than others. Leaders and governors do not monitor and measure carefully the impact of additional funding.
- Pupils' attendance is close to the national average. However, the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities remains low.
- Leaders and governors do not use the results from the monitoring and evaluation of pupils' academic and pastoral performance well enough to inform and to direct the school's improvement.

The school has the following strengths

- The headteacher is passionate about improving the school. She is determined to ensure that inconsistencies in teaching are eradicated. She has the full confidence of other leaders and staff.
- Sixth-form students achieve well and make strong progress. The good teaching helps students to be well prepared for their next steps.
- Newly appointed middle leaders are improving the quality of teaching in their subject areas by raising expectations and sharing good practice.
- The welfare of the pupils is a strong feature of the school. Pupils feel safe and are safe.
- Pupils receive thorough careers education throughout the school, ensuring that they are well prepared for the next stage in learning or employment.

Full report

What does the school need to do to improve further?

- Raise standards by ensuring that:
 - teachers improve the quality of their questioning so that it extends pupils' knowledge and understanding, and encourages them to think deeply
 - teachers have high expectations for all pupils, especially in the quality of work produced and its presentation
 - disadvantaged pupils make progress at least in line with the national averages for other pupils
 - the quality of the teaching in science improves to match standards of teaching in other subjects
 - recent improvements in English continue and lead to good progress being made, especially for disadvantaged pupils.
- Improve the leadership and management of the school by ensuring that:
 - leaders use the results of their checks on the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities and take swift action where necessary to ensure that these pupils attend school regularly
 - school leaders make effective use of additional funding provided for disadvantaged pupils and pupils who have special education needs and/or disabilities
 - actions to improve the progress of disadvantaged pupils and those who have special educational needs and/or disabilities are analysed regularly so that leaders and governors can carefully measure their impact
 - the school's own evaluation of its performance, including the quality of teaching, is accurate
 - the school website meets statutory requirements.

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

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not acted quickly enough to ensure that the quality of leadership and governance of the school leads to good outcomes for pupils.
- The headteacher is passionate about improving the school. She is ably supported by some senior and middle leaders who are developing their leadership skills rapidly as a result of actions the headteacher is taking. However, senior and middle leaders are yet to ensure that their actions have a positive impact on the achievement of all pupils.
- Leaders have not ensured that pupils make consistently good progress across a wide range of subjects and year groups. Pupils make overall progress that is close to the national average. However, there is too much variation in pupils' rates of progress in different subjects.
- Leaders' and governors' view of the school's performance is overgenerous, including its evaluation of teaching. Although leaders have challenged weaker teaching, some less effective practice remains and pupils have not made as much progress as they should.
- Leaders have begun to create a culture in which teachers are encouraged to improve and develop. Leaders have taken steps to make teachers accountable for the progress made by their pupils, but this is yet to lead to good progress for all pupils.
- Leaders have demonstrated an ability to improve teaching in areas where outcomes have not been good. However, despite some improvement there is too much variation in the quality of teaching in English and, particularly, science.
- Leaders do not measure carefully the impact of additional funds to support disadvantaged pupils, those who have special educational needs and/or disabilities and those needing to catch up in Year 7. In recent years, disadvantaged pupils and those who have special educational needs and/or disabilities have made slower progress from their starting points than other pupils. Some of the plans to speed up the progress made by these pupils lack precision and do not focus sharply on removing barriers to achievement.
- The school's curriculum offers a wide range of courses that leads to higher level qualifications. Leaders regularly review the curriculum provision to ensure that it meets the needs of pupils. Opportunities to develop pupils' spiritual, moral, social and cultural understanding are embedded in the curriculum. Through a structured programme in form time, pupils are helped to gain a greater insight into British values. There is a range of extra-curricular activities on offer, although pupils say they would like more of these opportunities.
- The strong leadership of the sixth form is instrumental in building and maintaining the good quality of this provision and outcomes for students. Students on 16 to 19 study programmes in the sixth form make good progress in their academic achievement.
- The careers education and guidance programme, which begins in Year 7 and continues through to Year 13, is comprehensive. It provides effective guidance that prepares pupils well for their next steps. Most pupils, in 2016, moved on to sustained education, employment or training.

Governance of the school

- Governors are very supportive of senior and other school leaders and are very much involved in the life of the school. There is a good breadth and depth of expertise on the governing body. However, they do not challenge senior leaders robustly enough about pupils' achievement and attendance.
- Governors have accepted the leaders' view that the school is good but have not fully challenged the evidence to support this. The local authority has not supported governors well enough in helping them to have an accurate self-evaluation of the school's strengths and priorities for improvement.
- Governors are aware of the pupil premium funding that the school receives. However, they do not evaluate the effectiveness of the use of this funding through its impact on, for example, improving attendance and raising disadvantaged pupils' achievement. Governors are given little information about the Year 7 literacy and numeracy catch-up funding and, consequently, do not evaluate the effectiveness of this funding.
- Governors have challenged leaders to ensure that the school's website is compliant, although information about pupil premium and Year 7 literacy and numeracy catch-up funding does not meet requirements.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a strong culture of safeguarding. Leaders and managers responsible for safeguarding carry out their roles well and keep pupils safe. The vast majority of parents believe their child is safe at school.
- Clear and appropriate measures are in place to ensure that leaders check the suitability of staff and keep careful records. All staff receive regular safeguarding updates.
- Leaders work effectively with external agencies to support pupils and their families. However, the response from the local authority's children's social care service following requests for referrals does not always lead to prompt action to ensure pupils' well-being.
- Pupils feel safe. They are taught to identify potential dangers and how to avoid them. Staff know their pupils well and follow up any potential issues.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching varies across the school and is not consistently good across subjects and year groups. Some teachers do not have high enough expectations of pupils. Consequently, the standard of pupils' work is not high enough in some lessons. This variability in practice shows in their work, which is often untidy and incomplete. For example, in a geography lesson, pupils' books contained incomplete work and this had been noted as complete by the teacher.
- Where learning is most effective, pupils are able to extend their thinking, due to the effective questions that teachers ask them. This is particularly the case in sixth-form lessons. Leaders recognise that there is more to do to ensure that all teachers use

questioning so that it checks and extends pupils' knowledge and understanding and encourages them to think deeply.

- Progress of Year 11 pupils in 2016 continued to be below average in English and science. Newly created 'hub-leader' posts have been appointed to lead subject areas, including mathematics/ICT and business/art and design technology. These colleagues, along with other leaders in their hubs, have begun to take some actions to improve the quality of teaching and learning in their areas. This is showing a positive impact on the attainment of current pupils, particularly in English. However, progress is still too slow in science and needs to improve rapidly to catch up with most other subject areas.
- In the past, insufficient focus has been given to meeting the learning needs of disadvantaged pupils, particularly middle-ability ones, in English and science. Current disadvantaged pupils make similar progress to others in their classes because leaders have ensured that teachers are aware of these pupils. However, although this is an improving picture, disadvantaged pupils are still not making the accelerated progress necessary to achieve as well as other pupils nationally.
- Many teachers use the school's assessment policy effectively to review pupils' work and check pupils' understanding before they move on to the next topic. This approach is helping pupils identify how to improve their work and is consolidating their understanding, particularly in English.
- In some lessons, pupils have to wait for the teacher's permission before they can move on to the next activity. Consequently, valuable learning time is lost. In a mathematics lesson, for example, some pupils had completed correctly their work on finding percentage increases and decreases but had to wait for the teacher to finish explaining what they could already do before moving on.
- Where teaching is engaging, and has been planned thoughtfully, pupils are responsive and doing well because activities deepen their thinking. Inspectors observed this in history, where a group of pupils were completely immersed in their thinking about soldiers in the First World War because the teacher had made the topic both very interesting and accessible.
- Pupils' literacy is being well developed, particularly in Year 7, for those with low reading ages when they join the school. Pupils attend regular literacy intervention sessions that are matched to their needs. Records show that good progress is being made.

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 engage well with the taught programme of personal development and respect the rights of others. The school has introduced a leadership, organisational, resilience, initiative and communication programme that is helping to successfully develop leadership skills and build confidence in younger pupils.
- The emotional well-being of the pupils is a high priority within the school. Pupils are respectful towards each other and also share good relationships with staff.
- Pupils are tolerant of each other and knowledgeable of the range of cultures in modern

Britain and the wider world. They are encouraged to learn about a range of religious faiths and they show a mature response.

- Pupils learn about democracy and the rule of law. They understand how and why decisions are made which govern modern Britain and learn how to be responsible citizens.
- Overwhelmingly, pupils say that they feel safe in the school and parents agree with their viewpoint.
- Pupils know how to keep themselves safe and they know who to report concerns to should they arise. They say that bullying is rare and they always know a teacher to go to who, they are confident, will take appropriate, prompt and effective action.
- Pupils appreciate the careers guidance they receive. This support and guidance are successfully helping pupils to make appropriate choices regarding their future education, employment or training. All pupils in Year 10 follow a work experience programme, which was taking place during the week of this inspection.

Behaviour

- The behaviour of pupils requires improvement.
- Attendance for disadvantaged pupils and for those who have special educational needs and/or disabilities is low. Persistent absence for these groups is high but is now reducing. Leaders are aware of the reasons for pupil absence and are working hard to try to incentivise good attendance, particularly for those who are persistent non-attenders.
- Fixed-term exclusions have been, and are still, above the national average for pupils who are disadvantaged and for those who have special educational needs and/or disabilities. However, they have been falling recently and current school information indicates that this reduction is continuing.
- Behaviour around the school is generally good. Pupils say that, in general, behaviour in lessons is positive but note that occasionally a few pupils misbehave. Observations during the inspection reflected this.
- A small number of pupils follow alternative courses at local providers. The school ensures that it is kept up to date with the progress these pupils are making, along with their attendance. The school recognises that it needs to meet the needs of pupils with challenging behaviour more effectively so that it can reduce the proportion of pupils needing to attend alternative provision.

Outcomes for pupils

Requires improvement

- Pupils' attainment on entry is broadly in line with the national average. At the end of 2016, Year 11 pupils' attainment was broadly average overall. However, boys did not make the progress they should and their outcomes were below national averages.

School information and inspection evidence suggest that boys are now making stronger progress and catching up with the girls.

- Pupils, including the disadvantaged, have not been making enough progress in English and science. As a result of improvements in the quality of teaching in English, pupils are now making better progress. However, in science, the curriculum is not sufficiently challenging and planning does not always closely match the starting points of different groups of pupils. As a result, pupils' progress is slow in this subject.
- There is a range of programmes in place to support current pupils who have special educational needs and/or disabilities. Many of these actions support pupils' personal development and are effective. The recently appointed leader for special educational needs is tracking the support and progress of these pupils closely. Although too early to see the impact of this, these strategies are helping to ensure that pupils who have special educational needs and/or disabilities make stronger progress than in recent years.
- Disadvantaged pupils, including the middle-ability disadvantaged, did not perform as well as other pupils in 2016. Leaders have begun to take action to rectify this by ensuring that teachers are aware of which pupils in their lessons are disadvantaged and of any additional support they need. However, senior leaders' evaluation of the progress these pupils are making is not yet sharp enough to lead to effective actions to enable these pupils to catch up with their peers. Governors have yet to focus their efforts on ensuring that disadvantaged pupils' achievement improves, particularly through establishing clear plans for spending the pupil premium funding.
- In 2016, outcomes in mathematics, humanities and modern foreign languages were close to the national averages. Progress of prior lower-attaining pupils in mathematics was strong and leaders recognise that there is more to do to ensure that all groups of pupils make similar high rates of progress.

16 to 19 study programmes

Good

- Outcomes for students on the 16 to 19 study programmes are good. In 2016, students made progress that was in line with or better than the national average in most subjects. Students currently in the sixth form are making similar progress. They achieve well and develop the skills that prepare them well for their next steps.
- The leadership of the sixth form is strong. Leaders are aware of the strengths and priorities for improvement as a result of knowing their students well and monitoring their progress closely.
- Students make strong progress in almost all subjects in the sixth form, particularly those on A-level courses. Where achievement falls below that expected, for example in some applied vocational courses, careful analysis is undertaken by the sixth-form leader and improvements are made to teaching or the curriculum adjusted.
- Students who need to retake English and/or mathematics GCSE make good progress and achieve well.
- The school has a very inclusive approach to taking students into Year 12. Retention is improving and the overwhelming majority of students successfully complete their studies in Year 13. Most of the small number who do not complete their studies

transfer to another course in a different provider or join apprenticeship schemes. These students are ably supported by leaders in helping to find the provision best suited to their needs.

- Teaching in the sixth form is consistently of a high quality. Teachers match their teaching well to the prior attainment and current progress of students, although students say that occasionally this could be done better, particularly in applied courses. Students respond well to the high-quality feedback they receive that enables them to improve their work.
- Some teachers make effective use of questioning to help students improve their work. For example, in an information and communication technology (ICT) lesson, the teacher's skilful questioning encouraged students to think and reflect carefully on how to improve their own work. However, this is an area that leaders are keen to develop further.
- Students have the opportunity to undertake work experience in Year 12 during a dedicated week towards the end of the year.
- Students show very positive attitudes to their studies and to their time in the sixth form. They attend very well and make good use of independent study time to prepare for lessons or to complete set work.
- Almost all students move on to a well-chosen career path when they leave the sixth form because they receive effective careers advice and guidance. Most students enter university once they finish their courses and this number has increased in the last two years. Students also consider apprenticeships and employment.
- Students feel safe, are well supported and confident they are making progress towards their targets.

School details

Unique reference number	120297
Local authority	Leicester
Inspection number	10031177

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

Type of school	Secondary
School category	Maintained
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1579
Of which, number on roll in 16 to 19 study programmes	360
Appropriate authority	The governing body
Chair	Kam Mistry
Headteacher	Anne Gregory
Telephone number	01162 413984
Website	www.cityleicester.co.uk/
Email address	office@cityleicester.leicester.sch.uk
Date of previous inspection	10–11 June 2015

Information about this school

- This is larger than the average-size secondary school. The number on roll has increased since the previous inspection.
- Pupils enter the school in Year 7 with attainment that is broadly in line with the national average, although it was below this in the current Years 9, 10 and 11.
- The proportion of pupils from minority ethnic groups is well above the national average.
- The proportion of pupils known to be eligible for free school meals is above the national average.
- The proportion of pupils who have special education needs and/or disabilities is well

below the national average.

- The proportion of pupils who speak English as an additional language is well above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' performance at the end of Key Stage 4.
- The school makes use of two alternative providers: Triple Skillz Sports, and Waterfront Sports and Education Academy.
- Since the last inspection, there have been a number of changes in staffing, with two new assistant headteachers being appointed, along with a head of sixth form and new hub leaders for mathematics/ICT and business/ADT (art and design technology).
- The school does not meet requirements on the publication of information about contacts for enquiries, access to Ofsted reports, the spending of pupil premium funding and the spending of Year 7 catch-up funding to support literacy and numeracy on its website.

Information about this inspection

- Inspectors visited 53 lessons, 17 of which were seen jointly with senior leaders.
- Inspectors observed the behaviour of pupils at breaktimes, lunchtimes and as pupils moved around the school.
- Inspectors scrutinised, in detail, a range of pupils' books in a range of subjects.
- Inspectors held a number of meetings with the headteacher, senior and middle leaders, the chair of the governing body and other governors, and a representative of the local authority.
- Inspectors spoke with a wide range of pupils from all year groups in meetings, in lessons and around the school at breaktimes and lunchtimes.
- The inspection team looked at a wide range of the school's documentation, including the school's evaluation of its own performance, the school action plan, data on pupils' attainment and progress, attendance and behaviour records, safeguarding procedures, evaluations of the quality of teaching, and minutes of the governing body meetings.
- Inspectors took account of 38 responses to Ofsted's online Parent View questionnaire, 73 responses to the online staff questionnaire and 70 responses to the online pupil questionnaire.

Inspection team

Jamie Clarke, lead inspector	Ofsted Inspector
Russell Barr	Ofsted Inspector
Jane Burton	Ofsted Inspector
Sue Vasey	Ofsted Inspector
Clive Worrall	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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