

Coleridge Community College

Radegund Road, Cambridge, Cambridgeshire CB1 3RJ

Inspection dates

8–9 May 2019

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

Summary of key findings for parents and pupils

This is a good school

- Strong leadership at all levels over time has continued to improve the school so that it now offers its pupils a good quality of education.
- Teachers understand pupils' needs well when planning their lessons. Consistently good-quality teaching, learning and assessment ensure that pupils make good progress.
- Occasionally, a few pupils do not attempt the challenges their teachers set them, when they are capable of doing so.
- Leaders' work to raise standards in science has led to welcome improvements. This remains an ongoing priority for the school.
- The school's well-considered curriculum is broad and balanced and prepares pupils very well for the next stages of their education.
- Pupils behave well in lessons and when moving around the school. The small size of the school enables pupils to be known as individuals.
- Pupils feel safe and are well looked after when in school. They understand right from wrong and make the most of the roles and responsibilities offered to them.
- Leaders have deployed a number of strategies to improve pupils' attendance. Attendance has improved over time but remains below the national average.
- The quality of staff training is high and has led to improvements in the quality of teaching in the school. Teachers are complimentary about the support they receive.
- Parents and carers are very supportive of the school's aims and values. They rightly perceive that this is a good school that continues to improve.
- The school provides an extensive range of enrichment activities and many pupils take advantage of these.
- Pupils' spiritual, moral, social and cultural development is promoted very well.
- Cambridge Academic Partnership and the local governing body provide a good balance of support and challenge which has contributed towards the school's improvement.
- Staff who work in the school feel valued and appreciate senior leaders' efforts to reduce their workload while maintaining high expectations.
- Safeguarding arrangements are effective.

Full report

What does the school need to do to improve further?

- Continue to raise attainment and improve the progress made by pupils by:
 - ensuring that the gains made in science are maintained
 - encouraging more pupils of all abilities to attempt the challenge tasks set by their teachers if they are able to do so.
- Improve pupils' attendance so that it is closer to the national average.

Inspection judgements

Effectiveness of leadership and management

Good

- Leadership of the school has continued to strengthen since the previous inspection. Senior leaders work well as a cohesive team, and roles and responsibilities play to their strengths.
- Senior leaders have recently revisited the school's vision, which involved all of the stakeholders. For example, pupils were adamant that the school's values should make reference to their being 'happy' at school, and this was duly added.
- Senior leaders have demonstrated their strategic thinking by appointing an assistant headteacher to have overall oversight of science, technology, engineering and mathematics because of previously identified weaknesses in some of these subjects. As a result, some improvement has taken place, particularly in science.
- The school's self-evaluation summary document accurately assesses the school's strengths and weaknesses. Inspectors found sufficient evidence over the two days of the inspection to agree with leaders' judgements.
- The concise school improvement plan ties in closely with the school's self-evaluation document. Actions identified are appropriate, with clear measures for success. The plan is regularly monitored for progress against the smart targets, and the findings are routinely reported to the local governing body.
- Middle leaders have contributed significantly to the school's improvement. These leaders are committed, proud and strategic. They have played their part in ensuring a greater consistency of approach towards meeting the requirements of the whole-school improvement processes.
- Staff views about the provision are regularly sought and taken account of when planning for new initiatives. Staff morale is high and they appreciate leaders' efforts to reduce their workload.
- Parents who responded to Ofsted's online questionnaire, Parent View, spoke positively about the school and its leadership. One parent commented about the school: 'My children love going there, learn to work hard and I always feel the staff are listening.' Such a comment is typical of the many received from parents.
- The school's chosen curriculum has ensured a broad and balanced content. The multi-academy trust and school leaders share the government's ambition for a high proportion of pupils to achieve the English Baccalaureate (EBacc) qualification. Already in 2018, the entry rate in this school was 85%, which exceeds the government's ambition that 75% of all pupils should begin studying the full set of EBacc subjects by 2022.
- Many pupils participate in a wide range of enrichment activities, including sport, the arts and a range of after-school clubs. Leaders' monitoring of pupils' participation in these clubs ensures that no groups of pupils are disadvantaged by not taking part.
- Teaching is managed well. The teaching across the school has been standardised to ensure greater consistency and this has reaped rewards. The 'Coleridge Teaching Approach' is now implemented across the school and all teachers have bought into this

approach. Learning walks conducted by senior and middle leaders identify weaker aspects of teaching, which informs regular training sessions and so promotes good practice in the classroom.

- The school uses additional Year 7 catch-up funding and funding for pupils with special educational needs and/or disabilities (SEND) appropriately to ensure that these pupils make good progress from their different starting points.
- Pupil premium funding has also been spent well over time. Despite a dip in disadvantaged pupils' outcomes in 2018, leaders acted quickly to bring these pupils' outcomes more closely in line with other pupils with similar starting points.
- Pupil's spiritual, moral, social and cultural development is a strength of the school. Pupils learn about faiths other than their own, as well as about people who have no faith at all. Pupils' understanding of different cultures is deepened through the choice of cultural texts they are offered. There has been a recent focus on 'gratitude' and a successful assembly on random acts of kindness. Pupils are also taught to act responsibly and 'do the right thing'. The school's values and expectations require pupils to understand and model the fundamental British values.

Governance of the school

- Cambridge Academic Partnership oversees the strategic development and financial running of this and other schools within the trust. A local governing body oversees the day-to-day leadership and management of the school.
- The trust recently provided an additional £125,000 to the school. This was to appoint an additional senior leader to enhance the school's leadership capacity and to strengthen the leadership of science and the promotion of pupils' personal development, behaviour and welfare. This additional funding has had a positive impact.
- Governors visit the school regularly to test out for themselves what they are told by senior leaders. Minutes of their meetings show that these visits are a useful tool for governors to monitor the quality of the provision and the progress the school is making against its action plan. Governors routinely ask challenging questions of senior leaders and expect a detailed response, backed up by evidence.

Safeguarding

- The arrangements for safeguarding are effective.
- The school carries out all of the necessary checks on the suitability of staff who work at the school. These are recorded on a well-maintained register which is checked at regular intervals by the governors.
- Staff are suitably trained, including those who join the school mid-year. All relevant safeguarding documentation has been circulated to staff and they consistently implement the safeguarding policy. A culture of vigilance prevails.
- Staff have a good understanding of the government's 'Prevent' duty and of the risks to pupils associated with 'county lines'. The latter is also understood well by pupils.
- The designated safeguarding lead and other members of the safeguarding team have a

clear understanding of safeguarding matters. Inspectors' scrutiny of safeguarding records shows that these are well maintained and securely stored. The school involves external agencies as and when necessary.

- The school site is safe and secure. Signing-in procedures for visitors to the school are watertight. The school operates due diligence and care when inviting external speakers into the school to speak to pupils.

Quality of teaching, learning and assessment

Good

- The quality of teaching across the school is now consistently good and this judgement supports the school's current view. Teachers' strong subject knowledge has contributed towards this outcome.
- The school's adopted 'Coleridge Teaching Approach', based on detailed research, is now established and constitutes a consistent 'diet' for pupils in all years and across all subjects. While there exist several approaches to teaching, learning and assessment in schools, leaders in this school can point to this approach as being successful in raising the quality of teaching and of pupils' outcomes.
- This consistency is demonstrated through teachers' planning for learning. For example, teachers routinely check pupils' retention of knowledge from the previous lesson by means of a quiz-type activity at the start of the lesson. Pupils say they find this activity helpful, and teachers use these quizzes to identify gaps in pupils' learning.
- Relationships between teachers and pupils are typically positive. Pupils have become used to the established routines in lessons and the majority are keen and willing learners. Occasionally, although planned for, a few pupils do not routinely attempt the challenge tasks set by their teachers, although they are capable of doing so.
- Effective use is made of pair work and groupwork. The 'think, pair, share' approach enables pupils of all abilities to share their ideas and knowledge with their peers, including those who are too shy to respond in front of the whole class.
- Inspectors were able to assess the extent to which pupils are building on their knowledge by looking at pupils' collections of 'knowledge maps', which they keep for every subject in a folder. These knowledge maps also help pupils to contextualise their learning and to see how what they are learning fits into the 'bigger picture'.
- Teachers make effective use of questioning to test pupils' understanding and this is often triggered through the school's 'live marking' approach. For example, inspectors observed teachers moving around the class in order to mark pupils' work as they completed a task. Any common errors were quickly identified and teachers were able to draw the class's attention to these through a running commentary in order to rectify any commonly held misconceptions.
- Teachers adhere to the school's assessment policy through the regular setting of homework and reading. Pupils diligently complete this aspect of home learning, which is checked daily at the start of the day by the form tutor. Leaders' recent monitoring showed that 98% of pupils completed their home learning without having to be reminded to do so. Pupils are given sufficient time during lessons to review their work and to make corrections. This improves the quality of their work.

- Pupils have targets and teachers monitor progress towards achieving these throughout the year. Leaders make effective use of a colour-coded system to ascertain whether or not a pupil is on track to achieve their targets. If not, appropriate support is provided to help pupils catch up.
- Literacy is developed well across subjects. For example, teachers routinely make pupils aware of key subject-specific terms and encourage pupils to use these when working. Inspectors also saw pupils making routine use of literacy mats which are placed on the tables in order to improve their spelling, punctuation and grammar.
- The small number of additional adults in the school, one per year group, work well with targeted pupils to help them understand what they are learning. These colleagues have a good understanding of each pupil's individual barriers to learning and work with them to overcome these.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils told inspectors that they feel safe when in school and that the school's leaders do all they can to keep them safe. Nearly every parent who responded to Parent View was in agreement that the school keeps their child safe and that their child is well looked after.
- The school's tutoring system, overseen by the heads of year, ensures that pupils are encouraged to become good British citizens and to develop an awareness of current affairs. The school's weekly personal, social, health and economic education programme encourages pupils to model the fundamental British values. Pupils recognise that people can be different from each other in several ways and say it is 'all right to be different' in this school.
- Pupils have a good understanding of different types of bullying, including cyber bullying. They said that any bullying that does occur, typically name-calling, is dealt with quickly when reported to an adult. The school's records support this view. All those pupils spoken to could name an adult they trusted in school.
- Pupils are taught how to keep themselves safe when online or when using social media. The school makes effective use of tutor periods and assemblies to raise pupils' awareness of any risks.
- Pupils who are vulnerable were complimentary about ways in which the school has supported them over time, and all of those spoken to would recommend the school to anyone who is considering applying to be a pupil there.
- Pupils who attend alternative provision typically behave well and are well looked after. Leaders conduct regular checks on the quality of the provision and the arrangements for safeguarding.
- The school offers pupils several opportunities to develop their character and leadership. Pupils aspire to become a member of the school council. Many proudly represent

their school at sporting events, while others take advantage of the artistic opportunities on offer.

Behaviour

- The behaviour of pupils is good. Pupils typically have positive attitudes towards their learning and low-level disruptive behaviour is uncommon. Pupils move around the school responsibly and in an orderly fashion. Displays which adorn the corridors are respected by pupils and there is little litter after breaktime and lunchtime.
- Pupils wear their school uniform smartly and arrive promptly to their lessons. They come with the correct equipment and present their work neatly.
- Leaders quickly discovered that many pupils in the current Year 7 joined the school in September with levels of behaviour that did not meet the school's high expectations. Considerable time and effort were put into addressing this matter and the impact has been that behaviour has improved.
- Pupils themselves say that behaviour is good. The most recent pupil survey conducted in 2018 was positive, with 80% of those pupils surveyed commenting positively on behaviour in the school.
- The school's insistence on high standards of behaviour led to an increase in fixed-period exclusions. However, as the message became clear that good behaviour is the norm at Coleridge, the trend for exclusions is a falling one. In addition, the effective use of the school's reflection room has contributed towards the fall in exclusions. Pupils who attend this room follow a set programme which modifies their behaviour, so much so that the number of repeat referrals has dropped significantly.
- Although the school's overall attendance rate remains below average, it is improving and there is no complacency in following up on low attendance. The role of the attendance officer and the oversight of attendance by the deputy headteacher have raised the profile of the importance of attending school regularly.
- The proportion of pupils who are persistently absent has fallen to below average. The overall attendance rate is adversely affected by a small group of pupils who do not attend school regularly. Case studies for these pupils show that over half of these pupils have medical conditions. School leaders continue to use a range of strategies to encourage pupils to attend school regularly.

Outcomes for pupils

Good

- Pupils typically join the school in Year 7 with levels of prior attainment which are well below average. They leave the school in Year 11 with levels of attainment which are broadly average. This represents good progress from their starting points.
- Disadvantaged pupils have achieved well over time by the time they reach the end of Year 11. In 2018, their progress uncharacteristically dipped. Leaders can point to a small number of disadvantaged pupils who also had poor attendance, despite leaders' efforts to address this. Inspectors' review of disadvantaged pupils' work, including the

most able disadvantaged pupils, confirms the school's view that the progress of pupils who are in receipt of the pupil premium funding has picked up again.

- There has been a welcome improvement in pupils' progress in science over the past year. Previously, progress in science was well behind that made in both English and mathematics. Pupils make better progress in English than in mathematics. Science outcomes remain a focus for the school for the next academic year so that they continue to improve.
- Pupils with SEND receive bespoke good support, both in the classroom and through the in-house alternative provision. These pupils make similar progress to pupils with the same starting points. This is due to the quality of support these pupils receive, a clear understanding of their needs and the ability of teachers to meet these needs.
- Most-able pupils typically make good progress over time, particularly in English and modern foreign languages. This group of pupils made particularly strong progress in 2018 in the EBacc element of the progress measure.
- Inspectors' scrutiny of pupils' work from all year groups and across a wide range of subjects reflects typically good progress over time. Inspectors found that, in some instances, pupils do not always attempt the challenge task set by their teachers when they have the time or the ability to do so. This is the next priority in order to ensure that pupils of all abilities continue to make gains in their progress.
- The importance of reading is strongly promoted through regular practice in school but also at home for 20 minutes per day. A detailed literacy action plan is being effectively implemented by leaders and teachers, and an associate senior leader now has oversight of literacy across the school. Outcomes in reading continue to improve as a result of this. Pupils who read to inspectors did so with expression, fluency and good intonation.
- Pupils who attend alternative provision outside of school make suitable progress. Leaders check on their attendance and receive regular reports on the progress they are making.
- Pupils are well prepared for the next stages of their education. Guidance provided to pupils is well considered and provides opportunities for them to pursue courses at further education colleges and sixth forms or to do apprenticeships. Impartial careers guidance forms part of this preparation.

School details

Unique reference number	136650
Local authority	Cambridgeshire
Inspection number	10088673

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	530
Appropriate authority	The governing body
Chair	Euan Davis
Headteacher	Mark Patterson
Telephone number	01223 712 300
Website	www.cap.education
Email address	enquiries@cap.education
Date of previous inspection	17 November 2016

Information about this school

- Coleridge Community College converted to an academy in 2011. The school is smaller than the average-sized secondary school. The school is part of the Cambridge Academic Partnership multi-academy trust. Discussions are under way for the schools currently in the trust to join the United Learning Trust from September 2019.
- Arrangements for governance are conducted by a local governing body. The local governing body is accountable to a board of trustees.
- The majority of pupils are White British. Around a quarter of the pupils speak English as an additional language.
- The proportion of pupils with SEND, including those who have an education, health and care plan, is above the national average.
- The proportion of pupils eligible for the pupil premium is above average.

- The school uses a number of alternative providers. These include Romsey Mill, Farm Club, TBAP and EDLounge.

Information about this inspection

- Inspectors observed 34 parts of lessons, including a number of tutor periods, and one assembly. Senior leaders accompanied inspectors during many of these observations.
- Meetings were held with senior and middle leaders, the special educational needs coordinator, two members of the governing body and the chief executive officer of the trust. Inspectors also met with four groups of pupils.
- Inspectors observed the school's work. They looked at the school's procedures for safeguarding and the systems in place for checking the suitability of staff who work in the school. A wide range of documentation was reviewed, including: the school's self-evaluation summary and improvement plan; policies; records of the quality of teaching, learning and assessment; and information on behaviour and attendance.
- Inspectors scrutinised pupils' work in lessons. They considered the 50 responses to Ofsted's online questionnaire, Parent View, including 31 free-text responses. They also considered 59 responses to Ofsted's online questionnaire for staff.

Inspection team

John Daniell, lead inspector	Ofsted Inspector
Peter Whear	Ofsted Inspector
Brenda Watson	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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Manchester
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