

Queensbury Academy

Deanstones Lane, Queensbury, Bradford, West Yorkshire BD13 2AS

Inspection dates

6–7 June 2019

| Overall effectiveness | Inadequate |
|--|-----------------------------|
| Effectiveness of leadership and management | Requires improvement |
| Quality of teaching, learning and assessment | Inadequate |
| Personal development, behaviour and welfare | Inadequate |
| Outcomes for pupils | Inadequate |
| Overall effectiveness at previous inspection | Not previously inspected |

Summary of key findings for parents and pupils

This is an inadequate school

- Although some improvements are now being made, the impact of leaders' actions over time has been too slow to materialise.
- Over the last two years, the progress of pupils in most subjects by the end of Year 11 has been poor. Current pupils are not making enough progress in English, mathematics and science.
- The quality of teaching, learning and assessment across all year groups is too variable. Teachers' expectations of what pupils can do and what they can achieve as a result are not high enough.
- A small minority of pupils are not as engaged in their learning as they should be, and their low-level disruption limits their progress and that of other pupils.
- Although the overall quality of teaching is beginning to improve because of leaders' actions, this is relatively recent and has not had the necessary impact on pupils' progress.
- Those pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND) do not make the progress other pupils do who have similar starting points.
- Over time, the attendance of pupils has not improved. A significant number of pupils are missing school regularly. In addition, too many pupils, including those who are disadvantaged, are not punctual to school or lessons.
- Governors do not have a full understanding of the impact of the additional funding the school receives for disadvantaged pupils.

The school has the following strengths

- The actions leaders are now taking are beginning to have a positive impact on the areas where improvements are necessary, for example in pupils' behaviour.
- More recently, trust leaders have identified weaknesses in leadership, and have acted effectively to strengthen leadership at all levels.
- The recently appointed principal has acted swiftly to introduce several new structures and systems to support more rapid school improvement.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment and hence improve pupils' outcomes, by:
 - Ensuring that teachers are held to account for pupils' progress and outcomes
 - providing the support, professional development and challenge required so that teaching across all year groups becomes good or better
 - ensuring that teachers have high expectations so that all pupils are challenged, produce high-quality work and make the progress of which they are capable
 - ensuring that teachers consistently apply the school's policy for providing pupils with the guidance they need to improve their work
 - embedding strategies to support the progress of those pupils who are disadvantaged and those pupils with SEND, so they make the progress required to catch up with those who have similar starting points.
- Improve the quality of personal development, behaviour and welfare, by:
 - improving the attendance of all pupils, including those who are disadvantaged
 - reducing the proportion of pupils who are regularly late or absent from school
 - eliminating the low-level disruption that sometimes occurs in lessons
 - reducing the levels of fixed-term exclusion.
- Further improve the quality of leadership and management, by continuing to develop:
 - systems and procedures that will allow leaders to establish an accurate view of strengths and weaknesses of the school and to inform their next actions
 - leadership at all levels so that the skills and passion for success that exist in leaders and governors are used to their fullest extent.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium 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

- Trust leaders and the recently appointed principal have a realistic view of what needs to be done to improve this school. Some actions, such as the introduction of a new system for managing behaviour, have already led to improvement and pupils are positive about the changes that have been made. However, many of their other actions are recent, including the strengthening of both senior and middle leadership.
- Over time, leaders have not acted quickly enough to bring about the improvements needed in teaching, learning and assessment. However, more recent actions are beginning to have a positive effect, so teaching is now starting to improve.
- Over time, the systems and structures required to provide leaders with an accurate view of the weaknesses in the school have not been effective enough. Since the arrival of the new principal, processes to monitor the progress of pupils, the quality of teaching and learning, and attendance and behaviour have been refined and developed. These systems are now enabling leaders to identify weaknesses more effectively, so they can take action to secure the improvements required.
- Leaders have developed strategies to use the additional funding the school receives for those pupils who are disadvantaged and those with SEND, so that their progress improves. However, it is only recently that the leadership of these important areas of the school's work has been strengthened. Consequently, these strategies are not fully embedded.
- In the past, pupils have studied many GCSE subjects and have followed curriculum pathways that have not always supported their next steps. Leaders have recognised this and have begun to review and develop the curriculum so that it is broader and more balanced, and better meets the needs of all pupils.
- Over the last 15 months, the leadership of the school has been reviewed and strengthened, including the appointment of a new chief executive officer and a new principal, both with extensive experience of school improvement. In turn, since these appointments, leadership at all levels has been strengthened and this is now beginning to have an impact on the improvements required.
- Leaders have ensured that pupils benefit from appropriate experiences that help to promote their spiritual, moral, social and cultural development. Pupils participate in a wide range of extra-curricular activities, trips and visits. There is an active Duke of Edinburgh's Award scheme programme and pupils are enthusiastically enrolling in a newly formed combined cadet force group.

Governance of the school

- The governing body has undergone some significant change in recent times. The trust has been successful in recruiting members of the governing body with a suitable range of experience and skills.
- Governors are passionate about improving the school. They now feel they have the information they require which allows them to hold school leaders to account more

effectively than has been the case previously.

- Governors and trustees are supportive of the principal. They have ensured that additional support is provided through the multi-academy trust and a range of external consultants and advisers.

Governors' knowledge of the use and impact of the additional funding the school receives for disadvantaged pupils is not as extensive as it could be.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff understand fully their duty to keep pupils safe and receive up-to-date training, including training that relates to the local context.
- The single central register that records all the necessary checks on staff and visitors is comprehensive and compliant. Recruitment records are completed appropriately and meet legal requirements.
- Pupils know how to stay safe and are confident they can access the support they need, from the relevant staff, if they have concerns about their safety.
- Systems exist for checking on vulnerable pupils, monitoring the actions already taken, and identifying any next steps required. School leaders work effectively with outside agencies, ensuring that the culture of safeguarding they have established is given a high priority and is focused on the well-being of pupils across the school.

Quality of teaching, learning and assessment

Inadequate

- Teachers' expectations of pupils are not high enough. They do not insist on the high-quality work from pupils that is required for them to make good progress.
- The level of challenge of work set for pupils, including for the most able pupils, is variable and often does not deepen or extend pupils' understanding. As a result, although the progress of pupils is beginning to improve, they are not making consistently good progress.
- The quality of the presentation of work from pupils is variable. In some examples, missing and incomplete work has not been challenged. Consequently, there are gaps in some pupils' learning and knowledge.
- The school's policy on assessment is not consistently followed by all teachers across and within subjects. Where the policy is not followed, pupils either do not receive the guidance they need to improve, or they do not respond to guidance in order to deepen their learning and understanding further. This limits their progress.
- Teachers do not consistently plan tasks that take into account the prior learning and understanding of pupils, including the most able, those who are disadvantaged and pupils with SEND.
- Although teachers are aware of those pupils who are disadvantaged and those with SEND in their teaching groups, too often, these pupils do not receive the support they need to make better progress.

- Where teachers use skilful questioning techniques, pupils are actively engaged in their learning and they make better progress. Through these techniques, pupils are encouraged to deepen their understanding through providing extended verbal responses.
- Work scrutiny of pupils' books revealed that in many subjects, mistakes in spelling, punctuation and grammar are rarely identified and corrected. Consequently, these mistakes become embedded and repeated, including mistakes in the spelling of subject-specific vocabulary.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Pupils are respectful and courteous to each other, staff and visitors. During the inspection, pupils were keen to engage with inspectors, who were made to feel welcome.
- Pupils' attitudes to their learning are not routinely positive. Not all pupils take pride in their work or positively respond to the guidance that teachers provide for them.
- Pupils wear their uniform with pride and the vast majority of pupils meet the school's expectations of the standard of dress required.
- Pupils report that bullying is not commonplace, and where it does occur, leaders deal with it effectively. Leaders have created an inclusive and supportive community in the school.
- Pupils are given opportunities, through the school's personal, social, health and economic education programme, to discuss and learn about a wide range of issues. These include local risks to pupils, British values, keeping themselves safe, and healthy attitudes and living. Pupils' experiences are further enriched through a planned schedule of assemblies, external speakers and educational visits and activities.
- A small number of pupils attend alternative provision. Leaders monitor closely the progress these pupils make through regular visits and discussions with provision managers.

Behaviour

- The behaviour of pupils is inadequate. A minority of pupils do not meet the expectations for behaviour that leaders have of them.
- Inspectors observed teachers and staff using the school's behaviour system effectively in several examples, although this use was not consistent across and within all subjects. In some examples observed, low-level disruption in classrooms remained unchecked and this had a negative effect on pupils' learning.
- Attendance has remained low over time and has shown little sign of any improvement until very recently. Leaders have strengthened the leadership of this area and have now introduced a range of strategies to encourage better attendance, which are

beginning to have an impact. However, attendance remains well below the national average and too many pupils are regularly absent.

- Too many pupils are not routinely punctual to school or to their lessons.

Outcomes for pupils

Inadequate

- Pupils make progress that is significantly below average in several subjects, including English, mathematics and science. The 2018 published performance information reveals that overall progress and attainment for Year 11 pupils who completed their GCSE studies were substantially below the national average.
- The current progress of pupils in English, mathematics and science is variable and overall remains too low. Improvements in teaching and learning have been slow over time and because of this, it is too soon to see any sustainable improvements in the progress of pupils in these subjects.
- Pupils' progress in other subjects, evidenced through observations in lessons and work scrutiny of pupils' books, indicates that although improvements are being made, pupils are still underachieving considerably.
- Pupils who are disadvantaged and those with SEND do not make the progress other pupils do who have similar starting points. The quality of these pupils' work limits their ability to recall essential knowledge and make the progress of which they are capable.
- Although leaders are confident that current Year 11 pupils are making better progress than Year 11 pupils in previous years, inspectors were not able to identify consistently strong progress of pupils across all year groups.

School details

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| Unique reference number | 143113 |
| Local authority | Bradford |
| Inspection number | 10087491 |

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

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| Type of school | Secondary comprehensive |
| School category | Academy sponsor-led |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 897 |
| Appropriate authority | The board of trustees |
| Chair | Mr Tahir Khan |
| Principal | Mr Richard Hanson |
| Telephone number | 01274 882214 |
| Website | http://queensbury-academy.fetrust.org.uk/ |
| Email address | office@qa.fetrust.org.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- The school is an average-sized secondary school.
- The proportion of disadvantaged pupils is higher than average.
- The proportion of pupils with SEND is above average. The proportion who have an education, health and care plan is below average.
- The majority of pupils are from White British backgrounds.
- The majority of pupils speak English as a first language.
- A small number of pupils attend Pipeline and Tracks alternative provision, which offers vocational and applied curriculum subjects.
- The school is a member of the Feversham Education Trust.
- The school receives support from leaders and partner schools within the trust.
- Responsibility for the school rests with trustees who delegate some powers to the local governing board. The academy trust website and scheme of delegation can be found at

www.fevershamacademy.fetrust.org.uk

Information about this inspection

- Inspectors observed learning in 49 lessons and three form tutor sessions, some jointly with senior leaders.
- Discussions were held with senior and middle leaders, other staff and representatives from the trust.
- The lead inspector met with the chief executive officer of the Feversham Education Trust, as well as with the chair and members of the local governing body.
- Inspectors looked at pupils' work in lessons and a sample of pupils' workbooks.
- Inspectors observed pupils' behaviour before school, during lessons, around school, during form tutor sessions, and at breaktime and lunchtime.
- Inspectors held discussions with the managers of the Pipeline alternative provision.
- Inspectors spoke with pupils in discussion groups and informally around the school.
- Inspectors scrutinised a wide range of documents, including the school's self-evaluation, its improvement plans, information about the attainment and progress of all pupils, records relating to behaviour, attendance and safeguarding, and information on the school's website.
- Inspectors considered the 44 responses to Ofsted's online questionnaire, Parent View, including the 26 free-text responses. Inspectors also considered the 39 responses to Ofsted's staff survey.

Inspection team

| | |
|-----------------------------|-------------------------|
| Barry Found, lead inspector | Her Majesty's Inspector |
| Stephen Crossley | Ofsted Inspector |
| Wendy Bradford | Ofsted Inspector |
| Tricia Stevens | 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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