

# Inspection of Tong Leadership Academy

Westgate Hill Street, Bradford, West Yorkshire BD4 6NR

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Inspection dates: 18 and 19 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

The principal of this school is Dan Styles. This school is part of Star Academies, a multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir Hamid Patel CBE, and overseen by a board of trustees, chaired by Kamruddin Kothia OBE DL.

## **What is it like to attend this school?**

Pupils are proud to attend Tong Leadership Academy. Pupils' aspirations are raised through a well-developed extra-curricular programme, including the school cadet programme. Educational visits to the theatre and local literary festivals link closely with the academic curriculum that pupils study.

The school has a calm, settled atmosphere. Relationships between pupils and adults are warm and respectful. Worries and concerns are shared by pupils with trusted adults. Pupils focus well on their learning in lessons. Leaders have developed an ambitious curriculum. Teachers make effective use of the information they receive about pupils, including those pupils with special educational needs and/or disabilities (SEND), so that they can support all to do well. However, some pupils miss vital learning because they do not attend school as regularly as they should.

The school's focus on reading means that pupils leave Tong Leadership Academy with a broad knowledge of culturally diverse texts. Pupils see themselves reflected in the books that leaders have carefully chosen. This helps to create an inclusive, welcoming environment in which pupils thrive.

## **What does the school do well and what does it need to do better?**

The school's curriculum is highly ambitious. Leaders in all subjects are clear about the precise knowledge they want pupils to learn. Staff identify important vocabulary and teach this specifically to pupils. Pupils speak with enthusiasm about how lesson activities, such as the use of 'exit tickets' and teachers' modelled examples, help them to remember what they have been taught. This means that outcomes for pupils are improving. In a small number of subject areas, further work is required to ensure that leaders' well-developed plans and classroom routines are implemented consistently.

In all lessons, teachers make productive use of the information they receive about pupils. For example, teachers use a 'lapping' strategy to support pupils who need extra help. This allows all pupils to access the curriculum. Information about pupils with SEND is used regularly and well by teachers. Pupils who need help with their social and emotional well-being are identified and receive a short, targeted programme of support. This helps them to do well when they return to their regular timetable.

Pupils enjoy the school's reading programme. Those at the earliest stages of reading receive targeted support regularly to help them catch up with their peers. The curriculum is adapted to current issues and topics. Leaders, including those overseeing safeguarding, work together to ensure that they adapt the personal, social and health education curriculum to take account of local issues and events. This helps pupils to remain safe. The curriculum ensures that pupils understand issues such as diversity. It develops their pride about the area in which they live and the school in which they learn. In earlier year groups, the careers offer is not

strategically developed. Pupils in these year groups do not have a detailed understanding of the world of work and careers as they begin to consider their future choices. However, the school's work with older pupils helps them to prepare well for life after they leave Tong Leadership Academy.

Behaviour around the school and in lessons shows that pupils are motivated and engaged. Clear routines and positive relationships, where teachers regularly praise pupils' achievements, help to create a caring environment. Bullying and discriminatory language are rare. The school takes any concerns or worries that pupils have seriously. Leaders know that they must remain focused on ensuring that all pupils attend school regularly.

Governors and trustees know the school well. They receive clear information from the school's leaders and from external agencies. At all levels, leaders actively look for weaknesses and areas for further development. This ensures that there is a clear, consistent focus on strengthening the school's provision for pupils. Staff enjoy being a part of the school. They know what is expected of them. There is a keen sense of teamwork. Staff in all positions feel well supported to achieve leaders' ambitions for pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Pupils' attendance at the school is not as high as it could be. This means that some pupils miss important learning. Leaders should ensure that they quickly enact targeted strategies designed to improve pupils' attendance.
- The provision for careers does not match leaders' aspirations to enable pupils to make informed decisions about their future. Pupils in Year 11 are well supported, but those in earlier year groups are not encouraged to consider future pathways. Leaders should ensure that they plan strategically for the provision of careers in all year groups.
- In a small number of subjects, the curriculum is not securely embedded. As a result, pupils' achievement is variable. Leaders should strengthen the consistency of the delivery of the school curriculum across all subjects, so that pupils make good progress and attain well.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	142761
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10290309
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	797
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Kamruddin Kothia OBE DL
<b>CEO of the trust</b>	Sir Hamid Patel CBE
<b>Principal</b>	Dan Styles
<b>Website</b>	<a href="http://www.tongleadershipacademy.com">www.tongleadershipacademy.com</a>
<b>Dates of previous inspection</b>	5 and 6 November 2019, under section 5 of the Education Act 2005

## Information about this school

- Tong Leadership Academy is part of Star Academies, a multi-academy trust.
- The school uses two providers of alternative education for a very small number of pupils. One of these is an unregistered provision.
- The school is registered to provide education for pupils up to the age of 19. However, the sixth-form provision is currently suspended. The oldest pupils in the school are currently in Year 11.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the principal and other senior leaders from the school. Inspectors also spoke with leaders from Star Academies Trust, including the chief executive officer.
- Inspectors spoke with representatives from the local academy board, including the chair, and from the board of trustees.
- Inspectors carried out deep dives in English, mathematics, science, physical education and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors looked at records of behaviour and attendance and observed lesson changeovers and social times.
- Inspectors met with groups of pupils, including single-sex groups of pupils, both formally and informally.
- Inspectors considered the views of staff, parents and carers, and pupils through surveys, including through Ofsted Parent View.

## Inspection team

Matthew Vellensworth, lead inspector	His Majesty's Inspector
Sarah Chamings	Ofsted Inspector
Tudor Griffiths	Ofsted Inspector
Gill Senior	Ofsted Inspector
Dan Whieldon	Ofsted Inspector

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