



Canon Lee School

Inspection Report

Unique Reference Number 121662
LEA York
Inspection number 281073
Inspection dates 14 September 2005 to 15 September 2005
Reporting inspector Mr Ian Thompson CfBT Lead Inspector

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

Type of school	Secondary	School address	Rawcliffe Drive
School category	Community		Clifton Without
Age range of pupils	11 to 16		York, North Yorkshire YO30 6ZS
Gender of pupils	Mixed	Telephone number	01904 560000
Number on roll	904	Fax number	01904 560067
Appropriate authority	The governing body	Chair of governors	Mr D Impey
Date of previous inspection	22 November 1999	Headteacher	Mr K Deadman

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Introduction

The inspection was carried out by four additional inspectors.

Description of the school

This average-sized school has gone through a period of rapid growth as a result of the amalgamation of two schools in 2000. It was awarded specialist arts college status in September 2005. The majority of pupils are white British, with a number of minority ethnic groups represented. The proportion of pupils eligible for free school meals is about average as is the proportion for whom English is a second language. The percentage of pupils with a statement of special educational need is above both local and national averages.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Good leadership has guided the school well through a period of significant change including the award of specialist status. The school's evaluation of its work is mostly accurate, but there is insufficient focus on the use of available information to drive school improvement. Monitoring of teaching and learning and analysis of assessment data have not been rigorous enough, but recently developed systems show considerable improvement in monitoring and target setting for both teachers and pupils. Satisfactory improvement since the previous inspection has meant that, apart from an unexpected fall in 2004, standards have continued to rise. Nevertheless, expectations of performance have not always been high enough for some groups of learners. Parents and pupils like the school. This reflects one of its main strengths - an ethos in which every child clearly matters; support and guidance are good. The great majority of pupils enjoy their learning in a safe and supportive environment and develop good personal skills; most behave well and co-operate with their teachers. Attendance has improved, but remains unsatisfactory despite some innovative approaches, and affects the learning of a significant minority of pupils. The curriculum caters well for pupils of all levels of ability with good opportunities for enrichment. Partnerships with other institutions and the community are good. The school provides a satisfactory standard of education and value for money. It demonstrates a sound capacity to improve.

What the school should do to improve further

- Ensure that the analysis and use of assessment data is used effectively to promote higher achievement.
- Ensure that expectations are consistently high across all groups of learners to improve attendance and achievement.

Achievement and standards

Grade: 3

The school's evaluation that pupils who attend regularly make satisfactory progress in line with their capabilities is correct. Pupils enter the school with broadly average standards and maintain this level as they move through the school. Standards have risen at a similar rate to the national trend since the previous inspection.

In 2004, there was a sharp fall in results for both Year 9 and Year 11. The school's analysis of the underlying causes followed by remedial action led to a substantial improvement in 2005, exceeding challenging targets set for improvement. A good example of the school's success in turning things around is the dramatic improvement in GCSE results for information technology. Standards are now close to average in Year 11 and Year 9 and there is little difference between the standards of boys and girls.

Pupils make particularly good progress in art and design because of interesting, challenging teaching and work that is consistently well matched to their needs.

Achievement has improved in religious education and geography, which were identified as weaknesses in the previous inspection report. As a result of school initiatives, standards have improved in English, mathematics and science in Years 7 to 9. Standards of literacy and numeracy are satisfactory across the school, although the learning of some pupils is hampered by continuing difficulties with reading and writing.

Personal development and well-being

Grade: 2

The school manages pupils' personal development well. Parents are correct in their view that personal development is good. Pupils' attitudes and involvement in their learning are mostly good. The majority of pupils behave well around the school and in lessons in response to teachers' good classroom management.

Careful monitoring of behaviour and effective implementation of the school's behaviour policy has led to a fall in exclusions but there is still work to do here.

Attendance is unsatisfactory. Although there has been some improvement since the last inspection, attendance is still below average and affects the learning of a significant minority of pupils. Most pupils arrive on time for their lessons.

Relationships in school are good resulting in a good climate for learning in classrooms. Any bullying is dealt with well and pupils confirm that they feel safe and secure and free from intimidation.

Provision for pupils' moral, social and cultural development is good and there is satisfactory provision for spiritual development. Pupils appreciate the opportunities they are given to learn about other cultures and the richness and diversity of modern society. Pupils make a positive contribution to the school community. They accept a range of responsibilities, for example as members of the school council and as peer mentors. Pupils care well for each other as can be seen in the sensitive way that they look after vulnerable pupils. The school's specialist status offers opportunities for cultural development through the arts and pupils enjoy participating in school productions. Sports activities successfully help pupils to adopt a healthy lifestyle.

Quality of provision

Teaching and learning

Grade: 3

The school evaluates the quality of teaching and learning to be satisfactory and inspectors agree with this judgement. Nevertheless, there are many strengths, which indicate an improving trend. Recent staffing appointments are having a positive impact on the quality of teaching.

Teachers have good relationships with pupils, who in the main are co-operative and willing to learn. Lessons are well planned, using appropriate resources and a variety of methods. In the best lessons, pupils' interest is stimulated and learning is made enjoyable. Response is enthusiastic and good progress is made. When lessons are

insufficiently matched to pupils' needs and expectations are too low, there are lapses in concentration, particularly from higher attaining pupils, and pupils make insufficient progress. Occasionally the behaviour of a small minority of pupils affects the learning of others because time is lost in managing behaviour. Pupils with learning difficulties and disabilities are well supported by teaching assistants and, as a result, progress in line with their capabilities.

Assessment forms an integral part of good teaching. The impact of regular assessment is only just beginning to show in improving standards and the school is aware of the importance to maintain rigour and consistency. Whilst homework is relevant and regular, marking and written feedback to pupils are inconsistent both between and within departments.

Curriculum and other activities

Grade: 2

The curriculum has improved since the previous inspection and is now good. It is broad and balanced and fulfils all statutory requirements. It provides opportunities for all pupils to achieve through setting arrangements, which are regularly reviewed and responsive to need, for example, the Year 7 Transition Group. Older pupils are offered more appropriate flexibility through vocational GCSEs and alternative pathways. The school is planning to enhance the already strong arts provision through the recent acquisition of specialist status. Enrichment activities are well supported and varied. These include GCSE option classes, performing arts activities and study support. There are extensive partnerships with other educational providers and the wider community. The on-site Connexions service is an effective focus of careers knowledge for pupils. Pupils and parents are given increasing opportunities to influence curriculum planning through surveys and the parents' focus group. While monitoring of the curriculum is improving, work remains to be done to track the impact of the literacy and numeracy initiatives and work-related learning across the curriculum. The quantity of suitable accommodation remains an issue.

Care, guidance and support

Grade: 2

The support and guidance that pupils receive is good. Individual needs are catered for well and pupils confirm that they have access to a good range of support agencies when needed.

Pupils and parents say that good induction arrangements help pupils to settle down quickly.

There are suitable procedures in place for child protection and health and safety that ensure pupils enjoy their learning in a safe, secure environment.

The school's focus on healthy eating and the range of sporting activities encourage pupils to follow healthy lifestyles.

Pupils support each other well. The peer-mentoring scheme works well. Older pupils support the younger learners and this provides safe opportunities for pupils to explore concerns and find their own solutions.

Older pupils acquire work-based skills through well-organised work experiences.

All pupils have access to good quality personal and social education and are learning how to become good citizens.

Leadership and management

Grade: 3

The school evaluates leadership and management as effective and improving, whereas inspectors judged it to be satisfactory with some strengths.

Governors now meet their statutory obligations in full. The headteacher's leadership has resulted in the successful amalgamation of two schools so that there is a sense of common purpose among staff and pupils. Parents and pupils are supportive of the school. Their views are taken into account and a particularly strong feature of the process is that the governors consult pupils' opinions directly.

The headteacher, governors and senior staff share a well-developed vision for the school's improvement. What is not so clear is the detail of managing its implementation. The school improvement plan is linked well to the needs of every child and reflects the school's care for its pupils. There is less certainty and clarity in defining the expected outcomes of action or in how those results are to be achieved.

The use and analysis of achievement data have been inconsistent. Although other contributing factors were beyond the school's control, in part data interpretation played a part in the fall in results in 2004 taking the school by surprise. New appointments, together with fresh approaches to monitoring pupils' performance and the quality of teaching and learning, show the school's recognition of what needs to be done to raise the expectations of both pupils and teachers and drive improvement harder.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

As you know, a team of inspectors visited your school recently to find out if the school is giving you the education you should receive.

Thank you for the way in which you welcomed us and thanks particularly to all of you who spoke to us about your life in the school.

I am pleased to say the school has many strengths as well as some areas for improvement. The particularly good things we found are:

- There is a good atmosphere in the school because you are happy and enjoy learning.
- Most of you behave well and get on with one another.
- The school cares for you all equally well.
- The subjects and activities you are offered provide well for your interests and help you learn.

We have asked Mr Deadman and others who are in charge of the school to improve some things to make your school even better. They are:

- To make sure that the information the school has about your progress is used better to help you understand how well you are doing and what you need to do to improve.
- To expect higher standards of your work and with your help improve your attendance.