



Djanogly City Academy Nottingham

Inspection Report

Unique Reference Number 134253
LEA Not Applicable
Inspection number 284059
Inspection dates 20 April 2006 to 21 April 2006
Reporting inspector Mr. Paul Brooker LI

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

Type of school	Academy	School address	Sherwood Rise
School category	Non-maintained		NG7 7AR
Age range of pupils	11 to 18		
Gender of pupils	Mixed	Telephone number	0115 9424422
Number on roll	1623	Fax number	0115 9424034
Appropriate authority	The governing body	Chair of governors	Mr. Ron Kenyon
Date of previous inspection	Not applicable	Headteacher	Mr. Mike Butler

Age group 11 to 18	Inspection dates 20 April 2006 - 21 April 2006	Inspection number 284059
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Introduction

The inspection was carried out by four of Her Majesty's Inspectors.

Description of the school

The academy was formed from a merger of two schools: the Djanogly City Technology College (CTC) and The Forest School that was closed by the LEA in July 2002. The academy opened in August 2003 in the buildings of the predecessor CTC and in temporary accommodation on several other sites. The state-of-the-art 11-14 centre was completed, 18 months behind schedule, in June 2005 on the nearby site of The Forest School. Further sports facilities and vocational provision are situated at a number of other locations. The academy enjoys excellent facilities and resources to support its specialism in information and communication technology (ICT). With 1623 students on roll, including 272 in the sixth form, the academy is a large and expanding school. It serves a multicultural area of inner city Nottingham with high levels of social and economic deprivation. As the academy becomes more popular and over-subscribed, its catchment area has become increasingly localised; the majority of students live within a one mile radius of the school. Around half of the students are white British; others are from a wide variety of minority ethnic heritages, the largest proportions of which are Pakistani, Indian and black Caribbean. A small but increasing number of students are from families of asylum seekers or refugees; 15% of students have a first language other than English. At 36%, the proportion of students who are eligible for free school meals is above average and is increasing year-on-year. The proportion of sixth form students who are eligible for free school meals and/or educational maintenance allowance is also very high. The proportion of students with learning difficulties and disabilities is above average and increasing. Pupil mobility is high. There are more boys than girls. Since the academy opened, it has had a relatively low turnover of teaching staff, although it has faced difficulties in recruitment and retention in English and mathematics.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The academy is an improving school with a number of emerging strengths. However, its overall effectiveness is satisfactory, rather than good, because some of the developments have yet to impact fully on raising standards for all students. Inspectors recognise that the academy has faced considerable challenges in its first two years and that its development has been well managed through this difficult time. The principal and senior management team have been innovative and resourceful in finding short-term solutions to some challenging problems, whilst also maintaining the drive to raise standards. This demonstrates that the academy is well led and managed and that it has the capacity to improve further. The academy's rigorous quality assurance system gives it a clear view of its strengths and areas for development. The academy has developed a good curriculum with significant strengths, particularly in its range and flexibility. The quality of teaching is improving and is satisfactory overall. The students make satisfactory progress in lessons and over time. Despite difficult circumstances the students generally made sound progress last year. Indeed, results in GCSE examinations in 2005 showed good improvement overall. Nonetheless, the students' achievement and attainment have been too low in some subjects, particularly in English and also in mathematics. Low levels of literacy continue to act as a barrier to high attainment for many students. The academy has a settled and positive ethos. The students are well cared for and supported, and their personal development is satisfactory overall. However, sixth-form students have too few enrichment opportunities to promote their personal development. In addition, academic guidance for sixth-form students is underdeveloped. The academy makes good use of its excellent ICT resources. The best teaching is promoted by high-tech equipment that is used innovatively to accelerate the students' learning. The academy provides satisfactory value for money.

Effectiveness and efficiency of the sixth form

Grade: 3

The academy's open-access sixth form provides a satisfactory quality of education for its students. Its inclusive philosophy has significantly increased the proportion of students who choose to stay in post-16 education. The broad range of vocational and academic courses meets the needs and aspirations of the students and offers suitable flexibility for them to follow courses at different levels of accreditation. There is good collaboration locally with other post-16 providers. Teaching in the sixth form is satisfactory overall. Standards are very low in comparison with national averages, but represent satisfactory achievement in relation to the students' starting points. The students speak highly of the support that they receive from their teachers and year learning leaders. However, aspects of academic guidance are underdeveloped: prior attainment information is not used effectively to set individual targets, to check progress or guide students in their options beyond the sixth form. The academy has planned improvements to the current limited sixth-form facilities, but the delays in this development have frustrated many students, a significant number of whom have

left since September. In addition, the students have too few enrichment opportunities. Their role in the school community is underdeveloped, particularly as there is no sixth form council.

What the school should do to improve further

- continue to raise standards of attainment, particularly in English and mathematics
- focus more sharply on developing students' speaking, listening and writing skills in all lessons in order to improve their literacy - improve provision for sixth form students by strengthening academic guidance, providing wider enrichment opportunities and more suitable facilities for independent study.

Achievement and standards

Grade: 3

Notwithstanding the significant improvements in GCSE examinations in 2005, achievement is satisfactory overall because the students' progress across key stages and between subjects is too uneven. When students enter the academy their standards are generally below those expected for their ages. Overall standards are below average but most students make satisfactory progress in relation to their prior attainment. There is no significant difference in the achievement of different groups of students. Students with learning difficulties and disabilities make satisfactory progress. The attainment of students at the end of Key Stage 3 in 2005 was low in comparison with national average figures. Results in mathematics and science were broadly in line with expectations based on students' prior attainment. However, results in English were significantly lower than in 2004 and represented inadequate achievement. Key changes have improved provision in English this year; students were seen to be making satisfactory progress in English lessons during the inspection. Nonetheless, weaknesses in literacy are a barrier to high attainment for many students. GCSE results in 2005 showed significant improvement compared with the previous year. The proportion of students that achieved at least 5 A*-C grade GCSEs rose to 57%, broadly in line with national figures and exceeding the academy's target. The academy is rightly proud of the achievement of targeted groups of students, particularly Pakistani boys and the students that had transferred from The Forest School. The academy's specialism in ICT made a positive contribution to raising standards. Nonetheless, attainment in mathematics and English was too low. Standards of attainment in the sixth form are very low in comparison with national figures. However most students make satisfactory progress in relation to the standards they achieved before starting their sixth-form courses. The academy has very good systems for assessing, tracking and reporting the students' progress. Targets are soundly based on prior attainment data, although target setting for sixth-form students is underdeveloped. In several subject areas, such as ICT, the use of assessment is well integrated into lessons so that students are able to check and guide their own progress.

Personal development and well-being

Grade: 3

Most of the students are positive about the academy and the opportunities it offers them to develop as young citizens. Their attitudes and behaviour in lessons are satisfactory, and quite often good. This settled ethos is built solidly on the foundations of the generally strong relationships that students enjoy with their teachers. The number of exclusions has begun to decrease, but it remains relatively high and demonstrates that a few students find it hard to respond positively to the academy's expectations. While anti-social behaviour does occur, the students recognise that most teachers deal with it effectively and challenge bullying robustly. The academy takes care to monitor and promote good attendance, which is broadly satisfactory in Years 7 to 9, but well below average in Years 10 to 11, and equally low in Years 12 and 13. The academy recognises that punctuality at the start of the day is a concern for a few students, especially in Year 10. However, good systems have been implemented since December 2005 to monitor lateness and to identify students who need support. The students have responded reasonably well to the academy's approach to promoting safe and healthy living. The younger students, in particular, use the new restaurant provision well and enjoy the healthy eating options available. A good number of students take advantage of the opportunities offered to them in sports and dance activities, including the Sports Leaders initiatives. The students' spiritual, moral, social and cultural development is satisfactory overall. They learn to be tolerant and sociable members of the school community. However, their awareness of spiritual diversity is less strong; opportunities for students to reflect on their own lives and those of others are missed. Assemblies cover a range of moral issues, but do not deal overtly with spirituality. The students develop their work-based skills effectively through work experience and a number of well organised vocational courses.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. There was a very close match between the academy's view of teaching and that seen during the inspection: almost all lessons were at least satisfactory, including around half in which students made good progress. In a few lessons the quality and pace of learning were inadequate. In general ICT was well used to structure and support the students' learning. Several interesting presentations, prepared in advance, were well used to aid teachers' exposition and to make lessons interesting. In the best lessons, teachers set deliberately challenging work. Detailed planning was effective in securing brisk progress through a range of varied learning activities. In these lessons there was a good balance of directed and independent learning, with students developing and refining their ideas in pairs and small groups. The best questioning was skilfully targeted to build the students' understanding and to assess their progress, and good marking set clear targets for improvement. Effective teaching paid close attention to students' speaking

and listening skills and promoted writing well. In the weaker lessons, planning was not sharp enough and students were uncertain about the main purpose or outcomes of the lesson. Weaker teaching did not plan for the diverse range of learners' needs, and expectations of students' speaking, listening, presentation and writing were too low in a number of lessons. Opportunities to develop extended writing, such as in homework, are often missed. When learning activities engaged too few students, small groups were allowed to be passive and it was unclear whether they had understood the main points. Learning was also affected by poor attendance and punctuality in some lessons.

Curriculum and other activities

Grade: 2

The academy has developed a good curriculum which provides a wide range of learning opportunities. Moreover, it is constantly reviewed to ensure that it meets the changing needs of its students. The curriculum flexibility enables targeted students to take accelerated courses leading to early GCSE and AS level entry in a range of subjects. The curriculum is broadened by the Friday afternoon enterprise programme and by the good extra-curricular provision, particularly for gifted and talented students. The broad range of vocational pathways and work-related learning courses provides well-regulated options for the academy's students and also some from a wider area. The academy's specialism in ICT is very well resourced across both sites, as is its library provision. The students' use of the libraries is monitored effectively, but the development of literacy across the curriculum is still inconsistent.

Care, guidance and support

Grade: 2

Grade for sixth form: 3

The academy provides a safe, supportive and caring environment for its students. A caring team of staff work closely together to ensure that there are thorough procedures for protecting students, including those under the care of the local authority. The academy has effective systems of personal support and guidance, and is constantly looking at ways to improve the range and quality of its provision, particularly as the entry profile of each cohort is gradually changing. The procedures for monitoring students' progress are well used to set targets for individual students, although this is underdeveloped in the sixth form. A range of effective intervention strategies is used to support students who have learning difficulties and disabilities. They are well managed and their effectiveness is regularly checked. The 'Thinking and Learning Centre' and 'Social Skills Centre' are well resourced and make a good contribution to students' overall personal, social, emotional and academic well-being.

Leadership and management

Grade: 2

Grade for sixth form: 3

Leadership and management are good overall. The academy is rightly proud of what has been achieved in its first few years, during a period of considerable expansion and upheaval. These improvements demonstrate that the academy has capacity for further improvement. The principal, ably supported by an effective senior leadership team, has led the academy's development well. He has communicated a clear vision and high aspirations to the staff and students. The leadership has successfully balanced the long-term development needs of the academy with its immediate and changing priorities. The development of temporary accommodation has been particularly enterprising and well managed. The fact that the education of Year 11 students last year was not unduly disrupted, and that they did well overall, was a commendable achievement. The academy's quality assurance procedures are systematic and rigorous. They ensure that middle leaders are closely involved in monitoring and strengthening provision and that they are effectively held to account by senior leaders. Systems for self evaluation give senior and middle leaders an accurate overview of the strengths and weaknesses of the academy and the priorities for improvement. Parents and students are generally positive about the academy's ethos and provision, but a small number of parents expressed concerns about the academy's poor communication and its slow response to issues raised. Governance is good. The governing body is well organised, well informed and effective in holding the academy to account. The academy values the specialist expertise and support provided by individual governors. Sound financial management procedures are in place. Unforeseen problems with the development of the 11-14 centre have frustrated the planned developments on the 14-19 site. A very good working relationship has developed with the local authority (LA), which co-ordinates admissions from primary schools and liaises closely with the academy. These links have worked for the mutual benefit of both parties, and have enabled the academy to have a wider influence on improving provision in the local area.

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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	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	3	4
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

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

The quality of provision

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

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

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

Thank you for welcoming us to your academy on our recent inspection. We enjoyed talking to you and seeing your work. Your opinions were very helpful and confirmed what staff and parents told us about the academy. The 11-14 centre on Gregory Boulevard is certainly an impressive building. Many of you told us how much you appreciate these excellent facilities and the very good resources, particularly for ICT and in the libraries. The delays in developing the new facilities were tedious, and some sixth-form students are understandably frustrated that developments on the Sherwood Rise site have been further delayed. Nonetheless, many of you recognise that the academy offers you some good opportunities, not only to gain good examination results but also for your personal development. Many of you spoke positively about trips abroad, your work as sports leaders and the enjoyment you get from extra-curricular activities such as sport and dance. The academy also has a number of other strengths: - your curriculum is good because you are offered a such a wide range of courses at different levels of accreditation - you are very well cared for and supported by staff - the academy is well led and managed - standards are beginning to rise, particularly at GCSE However, in common with most schools, the academy knows there are areas where improvements can be made and has plans to address these. We have specifically asked that the teachers and senior leadership team should focus on: - raising standards and improving exam results, particularly in English and mathematics; - improving your writing and literacy skills in all lessons, not just in English; - improving the sixth-form provision, for example, by guiding and advising you more carefully and by providing a better range of enrichment opportunities. We wish you all every success in the future.