

# Roundhill Community College

## Inspection report

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<b>Unique Reference Number</b>	120249
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313563
<b>Inspection dates</b>	19–20 September 2007
<b>Reporting inspector</b>	Dilip Kadodwala HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–14
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	642
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Gray
<b>Headteacher</b>	Pauline Munro
<b>Date of previous school inspection</b>	2 February 2004
<b>School address</b>	997 Melton Road Thurmaston Leicester LE4 8GQ
<b>Telephone number</b>	01162 693896
<b>Fax number</b>	01162 600659

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

This is a smaller than average college when compared with 11 to 16 secondary schools nationally. Most students are from White British backgrounds. A high proportion of students, some 37%, are from a range of minority ethnic backgrounds, including 27% from an Indian background, although almost all speak English fluently. The proportion of students eligible for free school meals is below average. The proportion of students identified with learning difficulties and/or disabilities, including those who have a statement of special educational needs, is broadly average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good college. Students enjoy learning and they behave well. Their good personal development and well-being is one of the reasons why the great majority of the parents are supportive of the college. A parent's comment that their child is 'happy and contented and looks forward to college' reflects the college's success in nurturing and developing students' gifts and talents and enabling them to value diversity.

Achievement is good. Students start at the college with broadly average levels of attainment and leave with above average standards in English and mathematics. Students' progress in these subjects is good. Standards are well above average in science, where students' outstanding progress has been maintained over recent years. These standards have improved on the 2006 national test results, and this has been achieved because the college has developed and implemented effective systems for monitoring students' progress. Achievement in other subjects is generally good. In art it is outstanding. Although good improvements have been made in terms of overall standards, achievement in design and technology and in information and communication technology (ICT) is not as good. Standards are broadly average, but not enough students reach the higher levels.

Overall, the quality of teaching and learning is good. Teachers nurture a good work ethic in students, who respond very well to their high expectations. Lessons, typically, have a structure that engages students from the start and gets them involved in a broad range of activities which they enjoy. Students are encouraged to develop independent learning skills through planned opportunities so that they show responsibility and initiative. Although these skills are effective in lessons, they are less well developed in terms of the contribution students make to their college and wider community. Students enjoy the curriculum and other activities, which are good. The curriculum gives students good skills for the workplace and for their future economic well-being. There is good participation in extra-curricular activities and the approach of most students to physical exercise and healthy living is positive. They say that they feel safe and they adopt safe practices in lessons and around the college.

Leadership and management are good. The principal provides very strong direction and purpose. Senior staff have managed the recruitment and retention of staff well so that standards have been sustained in subjects that have lacked leadership. Recently appointed staff show good potential and are committed to raising standards further. The curriculum leaders contribute well to the development of their subjects through very effective departmental reviews. There is rigorous monitoring of students' performance that involves leaders at all levels and subject teachers. Together, their strong focus on raising standards and achievement has resulted in good improvement since the previous inspection because challenging, realistic targets have been set and met. Capacity for further improvement is good.

### What the school should do to improve further

- Ensure that in design and technology and in ICT, students reach higher levels of attainment.
- Increase opportunities for students to exercise personal responsibility and initiative so that they are able to make a greater contribution to their community.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. The 2007 provisional national test results show that by the end of Year 9 standards were above average in English and mathematics and well above average in science. Achievement in other subjects is generally good, but students capable of attaining higher levels are not reaching them in design and technology and ICT. Careful analysis carried out in 2006 rightly identified a wider than national attainment gap between boys and girls. Action taken since has successfully reversed this trend. Students from Indian backgrounds attain above average standards and many make outstanding progress, particularly in mathematics and science. The college has provided students who have learning difficulties and/or disabilities with helpful intervention so that they also make good progress. Those students who are underachieving are identified and 'student progress leaders' implement systems to monitor their progress. This ensures that these students attain challenging targets.

## **Personal development and well-being**

### **Grade: 2**

Students' spiritual, moral, social and cultural development is good. Students enjoy college and achieve well. They have a strong sense of right and wrong, know that bullying is unacceptable and report any incidents to staff. There are very few reported racist and bullying incidents and staff deal with these effectively. Students develop good spiritual awareness through, for example, assemblies that raise their understanding of Christianity and other world faiths. They have a good understanding and appreciation of a wide range of cultures. The college has a harmonious atmosphere in which students of all ethnicities relate well to one another and value diversity. Students' behaviour and attitudes to learning are good, as are their rates of attendance. Students act safely in and around the college. They understand how to live healthily. Many take part in sport outside college time and a large number cycle to college. Most students choose healthy food at break and lunchtime. Students make a satisfactory contribution to their community but lack more planned opportunities to enable them to exercise responsibility and initiative. The college council helps them to learn about taking responsibility, but staff lead the meetings and so the students do not have opportunities to run the council themselves. Students develop skills well that will be of use to them in their later life and education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Lessons are planned well, and have a lively starter activity and a range of tasks and activities. These interest and enthuse the students and contribute well to their learning. Teachers demonstrate good subject knowledge and students show a willingness to participate in lessons, often demonstrating independent working skills. Good use is made of a wide range of interesting resources, including ICT, as in an English lesson where the 'Great Table Race' inspired students to work in a lively manner as teams, to use empathy in sentences. Some very good use of digital projectors enlivens lessons and helps maintain pace and variety. In the good and outstanding lessons teachers typically plan well to meet the needs of individual students, so that they learn in the manner best suited to them. Students' learning is supported by good levels of ongoing assessment and the monitoring of their performance. However, where teaching is less successful,

too little attention is paid to keeping the students fully involved and there are too few opportunities for students to actively participate in their own learning. Students with learning difficulties and/or disabilities are well supported in class by learning assistants. The marking of students' written work usually makes clear to them what levels they have attained and what they need to do to improve. There are some very effective examples of student peer and self-assessments.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum includes additional support and intervention for students with learning difficulties and/or disabilities. More able students have the opportunity to extend their learning through the gifted and talented programmes. Students enjoy their work and participate fully in a curriculum that helps their personal development. Literacy, numeracy, scientific knowledge and increasingly, ICT, help to prepare them well for their future economic well-being. Students benefit from after-college support classes and a wide range of extra-curricular activities on offer, particularly in sports and the expressive arts. Students also benefit from the regular opportunities for visits and excursions to enhance their learning and broaden their experience. They have good opportunities to learn about keeping healthy and safe.

## **Care, guidance and support**

### **Grade: 2**

Good care, guidance and support underpin students' good personal development. The college puts very strong emphasis on caring for all its students. The pastoral co-ordinator and student support workers, who are available at all times, provide high quality support. This system ensures that students feel safe. Students say that there is always someone they can go to for help and support. Fixed term exclusions have been high and the college's strategies to reduce these are having a positive impact. The college has very recently set up an internal exclusion room with the aim of further reducing these numbers. Support for students with learning difficulties and/or disabilities is good. The college makes good use of links with external agencies to provide effective expertise and support for students. Child protection arrangements meet current requirements. There is good guidance for students on their move to the next stage of their education. The monitoring of students' academic progress is good because a robust system enables staff to identify underachievement and make timely interventions.

## **Leadership and management**

### **Grade: 2**

The principal provides very effective strategic direction and the senior leadership team ably supports her. Robust systems for monitoring teaching and learning ensure that weaknesses are tackled successfully. The college's self-evaluation is accurate and informed by a broad range of views, including those expressed by parents and students. Leadership at all levels is attentive to the needs of students of all backgrounds and abilities. This means that expectations are high and outcomes are good for all students. The college uses resources sensibly so that support is targeted well and benefits the most vulnerable students, as well as those who underachieve. Staff who have responsibility for subjects have a clear grasp of strengths and weaknesses and make a good contribution to the college improvement plan. Unsuccessful recruitment of staff has restricted provision in English, modern foreign languages and design and technology. In

subjects that have lacked leadership, standards have not dropped because of the good use of resources, including the use of skilled staff. Staffing issues are now resolved and recently appointed curriculum leaders show good potential. Governance is good. Governors are active members showing their commitment through committees and visits to the college. They have a good understanding about the college's performance and hold senior leaders to account.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

21 September 2007

Dear Students

Inspection of Roundhill Community College, Thurmaston, LE4 8GQ

Many thanks for helping us with the inspection of your college. We were very impressed with your warm welcome, politeness and friendliness. We enjoyed talking with you and the things you shared with us helped us to carry out our job easily. I would like to let you know what we found.

We judged that your college is good. Your achievement is good in English and mathematics and your progress in science and art is outstanding. This reflects the good teaching you experience in these and other subjects as well. Your achievement is good also because staff, including senior staff, pay particular attention to ensure that those of you who experience any difficulty are supported. You achieve well in other subjects as well but we think some of you should be attaining higher standards in design and technology and information and communication technology. We have asked the principal and senior teachers to make sure that this happens.

We found that you are well looked after. You told us that you feel safe and that there are adults around the college, who will listen to you if you have a problem. The vast majority of you enjoy college life and learning, and your behaviour is good. Many of you take part in extra-curricular activities that also help to ensure that you live healthily. The college provides good opportunities for you to develop those skills which will help you study further and prepare you for the world of work. You cooperate well with one another in lessons and show responsibility. We have asked the college to provide you with more opportunities to enable you to show that you can act responsibly and show initiative, for example, through taking more charge in the running of the college council.

Once again, thank you for your part in helping us to understand how your college works.

With all best wishes for your future.

Dilip Kadodwala Her Majesty's Inspector



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