

# Coleridge Community College

## Inspection report

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<b>Unique Reference Number</b>	110866
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	337592
<b>Inspection dates</b>	6–7 July 2010
<b>Reporting inspector</b>	Deborah Vaughan-Jenkins 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>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	550
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Mark Carrington
<b>Headteacher</b>	Mr Andrew Hutchinson (Executive Headteacher)
<b>Date of previous school inspection</b>	20 February 2007
<b>School address</b>	Radegund Road Cambridge Cambridgeshire
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors visited 45 lessons, taught by 31 different teachers. In addition, they held meetings with governors, staff, parents and carers, a representative of the local authority and three groups of students. They observed the school's operation, talked to many students informally, and looked at a wide range of documentation, including students' assessed work in lessons. In addition to returns of 64 parental questionnaires, inspectors considered responses from staff and student questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which the school is improving students' attainment, particularly in mathematics and English
- the progress and learning made by students in lessons, particularly that of students identified with special educational needs and/or disabilities
- the impact of the school's specialist arts and humanities status on the students' experiences and outcomes
- how well the school has improved and evaluated the quality of its work across all areas.

## Information about the school

Coleridge Community College is a smaller than average comprehensive school. Since 2005, it has been part of the Parkside Federation, a federation of local schools. Prior to this academic year, the school did not have a full student cohort and a significant number of students joined or left the school at times other than the beginning and end of the school year. Since 2009, this position has stabilised and the school has grown to full capacity. The majority of students are White British. A higher than average proportion of students is from minority ethnic backgrounds and a much higher than average proportion of students speak English as an additional language. The number of students with special educational needs and/or disabilities is higher than the national average and makes up over a third of the school's cohort. The school gained specialist arts and humanities status in 2007. Since the last inspection, the school has gained Healthy Schools status, the Arts Mark Gold award and International Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Coleridge is a satisfactory school with several good features. Since the last inspection it has continued to embed a positive culture which is raising students' aspirations and improving their attitudes to their studies. Overall, students' achievement is satisfactory. Standards are still too low, although they are rising, notably in English and, to a lesser degree, in mathematics. Students' increased enjoyment of school is reflected in their improving levels of attendance. Much of the teaching is good quality and makes learning fun, increasing students' engagement and the subsequent progress they make in lessons. Assessment, including homework, is used well by some teachers to maximise students' progress and extend their knowledge, but this is not applied consistently. Students are punctual, well-mannered and self-confident. They demonstrate strong teamworking skills. This, along with improving levels of literacy, is preparing students well for life after school, with a high proportion of students progressing successfully into further education after Year 11. The wide range of extra-curricular activities remains a strength and encourages many students to keep fit and active. The school's specialist status is beginning to have an impact on improving motivation and raising standards, particularly in English and drama, although it is still in its early days of development. Leaders and managers at all levels share the school's vision and, by setting high expectations, are improving the educational experience for students. They have improved the school's standing in the local community. Self-evaluation processes are well established and the school's overall view of its effectiveness is generally accurate, although leaders have an overly positive view of some aspects of the school's provision. The school uses its partnership within the federation well, particularly in increasing the sharing of good practice in teaching. The school recognises it has yet to develop its own strategies and policies or adapt that of the federation's to better align to the specific needs of the Coleridge cohort and accelerate its journey to becoming a good school. Despite several improvements in students' personal development, including students' behaviour and notable rises in GCSE results last year, the rate and trend of improvement across all areas of school since the last inspection has been uneven. Although this shows Coleridge's satisfactory capacity to improve further, the school's systems for monitoring and evaluating the effectiveness of some key areas of its work, such as equalities monitoring, are not sufficiently rigorous. The school does not analyse or report on the performance of different groups in enough detail or coherently to get a comprehensive picture of all students' progress.

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

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- – Raise attainment for all students, particularly in mathematics, to be at least broadly in line with the national average by 2011-12, by:
  - ensuring the analysis and monitoring of different groups of students, including those with special educational needs and/or disabilities, is undertaken in sufficient detail to aid targeted improvement planning
  - improving the consistency of assessment to maximise students' progress
  - using homework more consistently to extend and enrich students' knowledge.
- Ensure that the governing body, leaders and managers monitor and evaluate with equal rigour all aspects of the school's work so that this provides a clear basis for improvement by:
  - developing and establishing bespoke initiatives and strategies within the federation for Coleridge and ensuring the evaluation of these are clearly linked to students' outcomes and achievement
  - using trend data more consistently to measure clearly the impact made
  - providing more consistent and coherent monitoring and evaluation in key areas, such as equalities promotion.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Inspectors observed most students demonstrating good attitudes to learning in lessons and confirmed the school's view that standards and the progress students make, are improving notably in English and art. The quality of learning observed in many cases was good, including students with a special educational need and/or disability, and enabled students to make at least the progress expected of them and often good progress in the time allocated. The performance between different groups of students has been uneven. The school analyses the achievement of different groups but does not do so in enough detail to track and report all trends in their progress and outcomes. Subsequently, it is not clear exactly how much progress students with special educational needs and/or disabilities have been making in all facets of their learning over time. The tracking of progress for these students through individual educational plans is satisfactory. The school's current in-year data show the previously widening gap in achievement between male and female performance is much reduced. Students who speak English as an additional language achieve standards that are broadly in line with those found nationally. Performance in the school's specialist subjects shows a strong improving trend in the number of students gaining A\* to C grades at GCSE in drama and English.

Inspectors observed students enjoying their learning and trying hard in lessons. Group work between students was a particular strength of many lessons seen, with students interacting well and supporting each other. Students' behaviour is good, both in lessons

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and in their conduct around school. Students say they feel safe and that bullying is not commonplace. The regular promotion of health, well-being and sporting activities is enabling students to make informed choices about leading healthier lifestyles. For example, a high proportion of students choose to cycle to school. An increasing number of opportunities are available for students to take on roles of responsibility and contribute to the local community, although the full impact of this on students is not fully evaluated. The voice of the student council is developing but not all students are clear about the actions taken by the school in response to their suggestions.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers show good subject knowledge in lessons and are confident and enthusiastic in their delivery. Many lessons are well structured and plan activities to keep students engaged and provide appropriate levels of challenge. The use of learning technologies, including interactive whiteboards in lessons observed by inspectors was good and often creative. In some lessons, such as English, assessment is used very well to maximise students' learning and progress. However, this is not consistent across subjects. The

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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inconsistency in assessment and in the use of homework was also reported by students and parents.

In close collaboration within the federation, there is a broad choice of GCSE and vocational awards which continues to grow. Good alternative curriculum arrangements are in place for those students at risk of disaffection. The arts and humanities specialist status has been used to gradually improve standards, students' motivation and their self-esteem. It has provided a major boost to the breadth of enrichment opportunities. The extensive range of enrichment activities on offer has high take-up rates, particularly in the performing arts, which adds considerable enjoyment to students' time at school. The emotional and social care of students is an important part of the school's agenda, especially for those who are vulnerable or who have difficulties in learning. Students with such need benefit from the strong partnerships with other agencies, providing a positive impact on students' self-confidence. However, academic support for this group is still developing and has not shown its full impact. The school is working hard to refine its use of assessment data but, currently, the level of academic guidance is too variable, especially to help students know how much progress they are making and understand how they can improve. A well-established induction programme, managed by learning mentors, ensures that students joining Year 7 have a smooth transition from their primary schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher, senior managers and the governing body set a realistic and ambitious vision for the school within the federation. The school and its staff are committed to improving the life chances of Coleridge students and improvements are evident as a result. Leaders and managers have used the federation partnerships arrangements very effectively to stabilise the school. By embedding students' good behaviour and their positive attitudes to learning, which are complimented by much good teaching, managers have created a firm foundation to now accelerate progress in other aspects of the school's work. The governing body provides a good balance of support and challenge to senior leaders. It is realistic about the school's performance and is determined to improve it further. However, its monitoring of equality for staff and students is not robust. The use of data, including trends, to track, evaluate and plan for improvement in regards to promoting better equality of opportunity is satisfactory and,

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as a result, the school also misses opportunities to celebrate what it is doing well in this area.

Well-established systems are in place to monitor the quality of teaching and learning, but the rigour with which the school evaluates the process is insufficient. For example, leaders did not identify the variability between the way lessons were graded and documented by those observing lessons. As a result, the school's own evaluation, that an exceptionally high proportion of lessons are good or better, is unreliable.

The school has developed a sense of community amongst its students. Effective links are being developed in the local community through its specialist status, although a comprehensive evaluation on how the school is contributing to all aspects of community cohesion has not been undertaken. The school's arrangements for safeguarding are thorough. Risk assessments are well documented and students work safely in lessons.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Inspectors took the opportunity to talk to parents and carers at the weekly parental surgery as a low proportion of parental questionnaire returns were made during the inspection. From those questionnaires received, the vast majority of parents and carers were highly supportive of the school's work. Parental responses and comments did identify that a small minority would like: improved and more frequent communications about their child's progress; improvements in the consistency of homework marking and support; and a few noted concerns around the consistency of some behaviour management. Inspectors agreed with the majority of parental views, although



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inspectors found the management of students' behaviour to be good, both in lessons and around the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coleridge Community College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 550 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	43	27	53	2	4	0	0
The school keeps my child safe	18	35	32	63	1	2	0	0
The school informs me about my child's progress	21	41	25	49	5	10	0	0
My child is making enough progress at this school	17	33	30	59	3	6	0	0
The teaching is good at this school	21	41	29	57	0	0	0	0
The school helps me to support my child's learning	12	24	26	51	8	16	0	0
The school helps my child to have a healthy lifestyle	15	29	31	61	3	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	33	28	55	2	4	0	0
The school meets my child's particular needs	16	31	34	67	1	2	0	0
The school deals effectively with unacceptable behaviour	17	33	32	63	1	2	0	0
The school takes account of my suggestions and concerns	10	20	29	57	7	14	1	2
The school is led and managed effectively	24	47	26	51	1	2	0	0
Overall, I am happy with my child's experience at this school	24	47	26	51	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 July 2010

Dear Students

Inspection of Coleridge Community College, Cambridge, CB1 3RJ

I would like to thank you all for welcoming me and my three colleagues to your school. During the two days we spent there, we visited many of your lessons, met several of you, looked your work and talked to some of your parents and carers. Over the inspection, we were impressed by your behaviour and courtesy. We judged your teamworking skills to be very good.

We found the overall effectiveness of your school to be satisfactory. Several features are good including the school's curriculum which is giving you a growing range of subjects to choose from and a wide range of extra-curricular activities and clubs which you enjoy. You told us that you develop good personal qualities, that behaviour has improved notably in your school and think many of your lessons are good. We agree. There are two areas we felt your school could improve further.

These are:

- to improve your GCSE results further, particularly in mathematics, by making sure all of you make as much progress as you can and are clear about what you are capable of achieving. We have also recommended that the school uses homework more consistently to help extend your learning.
- to increase the thoroughness with which the school monitors and evaluates several areas of its work, including the promotion of equality of opportunity for everyone at the school, so it can better celebrate what it does well and plan more effectively for what it needs to improve.

Your headteacher and his senior management team are working hard to ensure your school makes your experience of education enjoyable and worthwhile. The staff at Coleridge want you to succeed. You can, of course, contribute to improvement by attending regularly and working as hard as you can in all lessons to achieve your very best.

Thank you again for your help in this inspection. I would like to wish you all the best in your studies and every success in the future.

Yours sincerely

Deborah Vaughan-Jenkins HMI

Her Majesty's Inspector

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