

Sedgefield Community College a Specialist Sports College

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 114317 |
| Local Authority | Durham |
| Inspection number | 338339 |
| Inspection dates | 1–2 December 2009 |
| Reporting inspector | Paul Hancock HMI |

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

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| Type of school | Secondary |
| School category | Community |
| Age range of pupils | 11–16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 867 |
| Appropriate authority | The governing body |
| Chair | Mr John Bowler |
| Headteacher | Mr David Davies |
| Date of previous school inspection | Not previously inspected |
| School address | Hawthorn Road Sedgefield Stockton-on-Tees TS21 3DD |
| Telephone number | 01740 625300 |
| Fax number | 01740 625334 |
| Email address | d.davies102@durhamleaning.net |

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 30 lessons and held meetings with governors and staff. They met and talked with students in lessons and around the school. Inspectors observed the school's work and looked at questionnaires completed by parents, students and staff. Student's work and school documentation such as safeguarding information and records of students' progress were examined.

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

- how far the school has succeeded in maintaining the judgement of good made at the time of the last inspection
- the impact of the strategies adopted to raise achievement and standards in mathematics
- the extent to which lessons fully stretch and challenge all groups of students, especially the most-able and those with special educational needs and/or disabilities
- the impact of recent substantial changes made to leadership and management.

Information about the school

Sedgefield is an average sized secondary school which has specialist sports college status. The proportion of students from minority ethnic groups and those who do not speak English as their first language is well below average. Many students come from average social and economic circumstances. The proportion of students with special educational needs and/or disabilities is similar to that normally found although there are fewer with a statement of special educational needs and/or disabilities. The school is due to move into a new building in January 2011, which is under construction on the existing site.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Sedgefield is a satisfactory school. It reached a plateau at the time of the last inspection. Since then, GCSE A* - C results including English and mathematics fell between 2007 and 2008 and attainment in mathematics continued to be low. There was high staff absence and extensive use of supply teachers during this time. The school took action, for example, a new headteacher, senior leadership team and new subject leaders were appointed with a clear vision for improvement. Substantial change has taken place in the last nine months. The school expects to see the full impact shortly, for example, in higher standards, more consistently good behaviour, and improvements in the quality of teaching and learning.

Inspection evidence confirms the school is moving in the right direction. Achievement and attainment are satisfactory and rising. GCSE higher grades are above average and sports college targets have been met and exceeded. The strategies to raise achievement in mathematics are starting to make an impact. Lessons are challenging different groups of students to learn more effectively. Students with special educational needs and/or disabilities and the most-able are making better progress. Inspection evidence confirms the school's view that the quality of teaching is satisfactory and rising. The proportion of good teaching is not yet high enough to make sure all students achieve as well as they should. Assessment practice is satisfactory. Information is not consistently used to effectively support students to improve their work.

Students say they feel safe and are keen to learn. Lesson observations confirm the view of some students that behaviour is not consistently good enough in some lessons to improve the quality of learning. The school knows this and is taking effective action to make sure that behaviour is consistently good at all times. The curriculum is satisfactory and students are well cared for and supported. Attendance and partnerships to promote learning are good and strengths of the school. The school's strategy to promote community cohesion and the contribution made by students to the school and community are satisfactory.

Senior leaders are introducing new systems for monitoring and evaluating the school's work to ensure accountability at all levels. Leadership, management and governance are satisfactory and governors are making sure the school continues to improve. Resources are effectively deployed to reduce a budget deficit and value for money is satisfactory. Capacity to improve is satisfactory and the school's evaluation of its own current performance by senior leaders is accurate

What does the school need to do to improve further?

- Improve achievement in mathematics by:
 - raising the percentage of students gaining A* - C grades to 65% by 2011.
- Ensure behaviour is good by:
 - consistently implementing the school's behaviour policy
 - monitoring behaviour in lessons more frequently and providing effective support when needed.
- Significantly increase the proportion of good and outstanding teaching to make sure all groups of students make consistently good progress by:
 - sharing best practice to ensure lessons fully stretch and challenge all students
 - improving the quality of assessment.
- 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

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The quality of students' learning and progress is satisfactory because most students are keen to do well and are motivated by activities which meet their needs and interests. They enjoy learning and readily ask questions when they do not understand. The quality of learning is often no higher because students quickly misbehave when their needs are not met and expectations of how to behave are not made clear and reinforced.

Achievement is satisfactory and students achieve best in physical education, art, information and communication technology (ICT) and science. Achievement and results in mathematics are lower than they should be. Inspection evidence confirms the recent large scale changes in the subject are making an impact and attainment is rising.

GCSE A*-C results have remained above average since the last inspection. In contrast, A*-C including English and mathematics were below average in 2008. Results improved in 2009 with the most-able students and those with special educational needs making better progress. Challenging targets for the sports college specialism were met and exceeded.

Students feel safe in school, attendance is good, and they have a good awareness of what constitutes a healthy diet and lifestyle. The proportion regularly taking part in physical and sporting activities is very high. Students are effectively prepared for their future lives, for example, through work placements. Their understanding of economic well-being is underpinned by the enterprise curriculum. Students make a satisfactory contribution to the school and community life, for example, through the school council which has recently influenced improvements in lunchtime provision and changes to the school uniform. Spiritual, moral, social and cultural development is satisfactory and cultural development is improving through more links with other cultures, for example, with a school in Assam in India.

These are the grades for pupils' outcomes

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

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| 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 |
| The extent to which pupils feel safe | 3 |
| Pupils' behaviour | 3 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

The quality of teaching is satisfactory and rising. Lesson observations confirm the school's evaluation that the proportion of good and outstanding teaching is growing. At the moment, it is insufficient to raise achievement and improve progress.

The best teaching uses clearly understood targets and good working routines. Students are focused and engaged, work confidently and have a clear understanding of their own achievement. Teachers' subject knowledge is good and used well to motivate students. The teaching is less successful when the management of behaviour is not well established. Assessment practice lacks consistency and students do not know how to improve their work in some lessons.

The curriculum meets statutory requirements and is suitably matched to students' interests. It is enhanced by the partnerships and support from the school's specialist status. Recent improvements in the mathematics curriculum are providing more challenge to students of all abilities. There is a sound range of enrichment activities and provision is best in sports. The use of ICT is satisfactory. Plans are well advanced to substantially improve the quality of ICT provision in the move to the new school building. Students develop work-based learning through links with local organisations, work experience and enterprise days.

Advice, support and guidance are satisfactory and help students to make informed and confident choices about their options in school and in the future. Pastoral care systems

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

have recently improved. They are effective and strong partnerships with health and other support agencies jointly foster the personal development and well-being of vulnerable students with learning difficulties and/or disabilities. Students say they feel safe when they come from their primary schools and settle in quickly due to the effective transition arrangements.

These are the grades for the quality of provision

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

How effective are leadership and management?

Clear vision by the headteacher and the senior leadership team is making sure the school continues to improve. The key school's strengths and weaknesses are well known as a result of recent self evaluation. Nearly all subject leaders are new in post and, together with senior leaders and the governing body, they are deeply committed to the further improvement of the school. New middle leaders are being trained in self-evaluation and the restructuring of the pastoral leadership is making an impact, for example, communications with parents have improved.

Governance is satisfactory and the governing body is supporting and challenging the school more effectively because they have accurate information about the school's performance. Governors and the headteacher are taking decisive and successful action to reduce a budget deficit and value for money is satisfactory. Systems of accountability are effective and members of staff receive good management support for their professional development. Robust action is taken to tackle any weaknesses in teaching and management. Discrimination and barriers to learning are tackled effectively through the satisfactory promotion of equal opportunities.

The vetting procedures for adults working in school and for the identification and support of students who are most at risk are satisfactory. Child protection procedures are in place and safeguarding arrangements meet current government requirements. The school has effective relationships with parents and works well with a wide range of partners. Community cohesion is encouraged and links with communities in Europe and Asia have a positive impact. The school recognises there is work to be done, for example, completing an audit and evaluating the effectiveness with which it promotes community cohesion.

These are the grades for leadership and management

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

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

Views of parents and carers

The response from the very large majority of parents and carers agreed the school is well led, managed and keeps them safe. A small minority were concerned about some unacceptable behaviour. These concerns were investigated and evidence found to support their views. The school is taking effective action to make sure behaviour is consistently good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Sedgefield Community College a Specialist Sports 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 867 students registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 16 | 33 | 27 | 55 | 5 | 10 | 0 | 0 |
| The school keeps my child safe | 6 | 12 | 38 | 78 | 5 | 10 | 0 | 0 |
| The school informs me about my child's progress | 13 | 27 | 32 | 65 | 3 | 6 | 0 | 0 |
| My child is making enough progress at this school | 17 | 35 | 22 | 45 | 6 | 12 | 0 | 0 |
| The teaching is good at this school | 8 | 16 | 30 | 61 | 8 | 16 | 0 | 0 |
| The school helps me to support my child's learning | 8 | 16 | 32 | 65 | 7 | 14 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 9 | 18 | 29 | 59 | 3 | 6 | 1 | 2 |
| 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) | 9 | 18 | 26 | 53 | 6 | 12 | 0 | 0 |
| The school meets my child's particular needs | 12 | 24 | 21 | 43 | 5 | 10 | 2 | 4 |
| The school deals effectively with unacceptable behaviour | 6 | 12 | 24 | 49 | 9 | 18 | 4 | 8 |
| The school takes account of my suggestions and concerns | 4 | 8 | 30 | 61 | 5 | 10 | 2 | 4 |
| The school is led and managed effectively | 7 | 14 | 30 | 61 | 5 | 10 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 14 | 29 | 23 | 47 | 7 | 14 | 1 | 2 |

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 inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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

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| 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



3 December 2009

Dear Students

Inspection of Sedgefield Community College a Specialist Sports College,
Stockton-on-Tees, TS21 3DD

Thank you for all your help when I inspected the school with my colleagues. Please would you pass on my thanks to your parents and carers for returning the questionnaires and say we took all their views into account. I thought you might like to know what we found out about your school.

- Sedgefield is a satisfactory and improving school.
- GCSE results are above average, but results in mathematics are not as high as they should be.
- The quality of teaching is satisfactory and a significant proportion is much higher.
- You feel safe and well cared for, guided, and supported.
- The new headteacher, senior leadership team and subject leaders are making the right improvements to help you make progress more quickly.

Your teachers and the staff want to make the school even better. To help them do this, I have asked if they would:

- improve your achievement and results in mathematics
- ensure your behaviour is always good
- increase the proportion of good and outstanding teaching.

I know the staff would appreciate your help in behaving well at all times. I wish you every success in all you do in the future.

Yours sincerely

Paul Hancock

Her Majesty's Inspector

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