

Judgemeanow Community College

Inspection report

Unique Reference Number	120287
Local Authority	Leicester
Inspection number	339667
Inspection dates	20–21 January 2010
Reporting inspector	Deborah James

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1215
Appropriate authority	The governing body
Chair	Mrs Eleanor Pepper
Headteacher	Mr David Powell (Principal)
Date of previous school inspection	2 May 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 59 lessons and held meetings with staff, groups of pupils and a small group of governors. They observed the college's work and studied a range of college documentation, including the college's improvement plan, minutes of governing body meetings, department monitoring evidence and records of students' progress. The majority of the time was spent observing learning. Inspectors also reviewed responses to questionnaires returned from students, staff and 426 parents and carers.

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

- the evidence held by the college to support their evaluation that pupils are making good progress
- the effectiveness of actions taken since the last inspection to improve the quality of teaching and learning and, in particular, how teaching meets the needs of lower achieving boys
- the effectiveness of the curriculum and care, guidance and support processes in meeting the needs of low and middle ability students who appear in previous years to have made less progress.

Information about the school

Judgemeadow Community College is considerably larger than the average secondary school. The great majority of students are from a wide range of minority ethnic backgrounds. The proportion of students eligible for free school meals is above average. The proportion identified as having special educational needs and/or disabilities is average. The college holds awards for Investors in People and Healthy Schools, and has specialist status for languages and internationalism. The college moved into a new building in September 2009.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding college. The college's strongly inclusive ethos is immediately evident in its friendly and welcoming atmosphere and in the students' positive attitudes and outstanding behaviour. In a college with many students from different cultures and backgrounds there is a strong sense of identity and belonging. Students are proud of the diversity in the school community and show high levels of respect and tolerance towards each other.

The Principal, well supported by a strong senior leadership team and committed staff, has created a culture of high expectations and ambition for all students. Students arrive at Judgemeadow with attainment below the national average but by the end of Year 11, attainment in English and mathematics is above the national average and provides a strong foundation for students' progression beyond Year 11. Each student is known as an individual and their progress is carefully tracked. A range of intervention strategies is used to support any student in danger of falling behind their challenging targets.

There has been a strong drive to improve the quality of teaching since the last inspection. Students have increased opportunities for independent learning and teachers use a range of activities to engage and motivate them. However, some lessons are not planned thoroughly enough to meet the needs of all students and teacher questioning does not always fully challenge students. The quality of marking varies between teachers and subject areas so students do not always get clear guidance on how to improve their work.

Students' good progress is well supported by an outstanding curriculum. It is broad and flexible at Key Stage 4 offering students a wide range of choices, including applied and vocational courses, and demonstrates considerable innovation, for example, the French immersion course at Key Stage 3. There are excellent opportunities for students to extend their knowledge and understanding through an exceptionally broad range of trips, events and activities.

The Principal and senior leadership team are fully aware of the college's strengths and areas for development. There has been tangible progress in tackling inconsistent practice across the lowest attaining departments and the focus has now moved to ensuring that all departments are at least good. The college has securely maintained its areas of outstanding performance since the last inspection and demonstrated a significant improvement in other aspects, demonstrating its outstanding capacity for sustained improvement

What does the school need to do to improve further?

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- Increase the attainment of all pupils by:
 - improving the quality of teaching and learning so that, in the next academic year, at least 80% of lessons are good or better and 15% outstanding, through a more focussed programme of staff training on agreed key aspects of teaching and learning
 - sharing best practice between heads of department so that the approaches to marking and assessment adopted in some areas to support outstanding student progress, are used in all departments.

Outcomes for individuals and groups of pupils**1**

Students join the college with below average attainment. By the time they leave, the majority have achieved at least 5 GCSEs at grades A* to C including English and mathematics. The college has a relentless focus on students achieving this key measure and uses a wide range of intervention strategies to support them. In addition to English and mathematics, attainment in 2009 was also particularly good in French, geography, history, religious education and media studies.

The effectiveness of the college's focus on languages is highlighted by the 63% of students gaining at least one GCSE grade at A* to C in a modern foreign language, significantly above the national level of 28%. Attainment in all science subjects was below the national average in 2009 but results have increased considerably since the previous year, following the implementation of effective improvement strategies. Variations in the performance of different groups of students are monitored carefully by the college and appropriate intervention strategies put in place. Although boys' attainment still lags behind that of girls, the gap has closed since the last inspection and is now in line with national differences.

Students work diligently in lessons and seek to produce their best work. Most make good progress. They are interested and enthusiastic when stimulated by good teaching resources. They are confident in asking questions that clarify or deepen their understanding. Students' outstanding behaviour in lessons further supports their successful learning. They collaborate very well in lessons and in other activities, demonstrating positive relationships and mature attitudes towards each other and staff. Students are positive, friendly and keen to talk about what they are doing. The college supports them very effectively in making the right choices and developing positive and confident attitudes to learning and life. These are exemplified in the calm and purposeful atmosphere around the college. Students enjoy college, participate well in a wide range of extra-curricular activities and take up a number of positions of responsibility. The college provides an extensive range of activities which enables the students to develop a good understanding of what constitutes a healthy lifestyle in terms of diet, physical activity and emotional health. However, some students still need to take more responsibility for adopting a healthy lifestyle. Students' spiritual, moral, social and cultural development is outstanding. There are very good opportunities for students to develop their creativity, celebrate their cultural heritage and broaden their cultural

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experience through contact with artists, musicians and writers. For example, the work of a Nicaraguan artist in residence is displayed in the dining area and students enjoyed working with an African drummer in music. Opportunities for spiritual development occur in lessons regularly and students are encouraged to reflect on and explore controversial issues and different beliefs.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching at Judgemeadow is characterised by secure subject knowledge, strong teacher student relationships and high expectations of students' achievement. Teachers plan lessons using contexts that are relevant and interesting so that students are keen to explore them. Students respond well to a range of activities within lessons and enjoy opportunities to work collaboratively. The excellent information technology resources in the new building are used effectively by teachers to interest and motivate students. Students learn well when teachers adjust planning to accelerate or revisit coverage of ideas in response to different levels of students' understanding. There are examples of very effective teaching where teachers prepare activities for the full ability range within

¹ 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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the class and skilfully use questioning to assess students' understanding, enabling good progress to be made. For example, in a Year 9 art lesson the teacher carefully crafted questions to guide students from their existing level of understanding to the level above and then gave them further opportunity to apply their improved understanding to their current project. The majority of students are aware of their current performance and their target grades. Teachers give helpful individual guidance in lessons on how to improve students' work but the quality and frequency of written feedback varies considerably across subject areas.

The curriculum shows strong evidence of innovation and personalisation to meet the needs of all students and makes an outstanding contribution to students' outcomes in personal development and achievement. The impact of the college's specialist language status is evident in much of the curriculum. All students study two languages at Key Stage 3 and almost all achieve a GCSE grade. At Key stage 3 some students take an immersion course in French, studying 20% of the curriculum in French, and enter GCSE early with impressive results.

Students with special educational needs and/or disabilities benefit from an exceptionally broad range of courses and individualised programmes which meet their needs very effectively. Some groups pursue tailored courses while others follow vocational programmes with work related learning opportunities. Students talk convincingly of how these courses have improved their confidence and skills.

Students and their parents are confident that the college is preparing them well for their future. Students are known as individuals and a strong pastoral structure provides intervention when necessary. This enables students to make the best of opportunities provided by the college. Evidence was seen of the excellent provision made for students who have diverse and challenging needs. Very effective transition arrangements ensure that students who join Year 7 settle into their new college quickly and smoothly. Several parents and carers commented on the supportive pastoral structure which had developed the confidence and interpersonal skills of their children.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The Principal and senior leadership team provide the college with clear and effective strategic leadership and direction. Their vision to improve achievement for all students through improved teaching and high quality individual support and intervention is shared

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by staff and governors. There are clearly defined roles and responsibilities throughout the college and subject leaders are held accountable for the performance of their departments. Monitoring of teaching and learning is accurate. There is a wide range of strategies in place to support improvement in the quality of teaching and learning including a teaching and learning development group, a 'good to outstanding teaching and learning toolkit' and action research projects. The effectiveness of these strategies has yet to be formally monitored and evaluated across all departments thus limiting the opportunities to identify and fully exploit areas for further development. There is still some variation in the performance of departments and the understanding of effective teaching and learning is not consistent across the college.

All requirements for the safeguarding of students were in place at the time of the inspection. Safeguarding procedures are rigorous and comprehensive and involve exemplary record keeping which is constantly reviewed and closely monitored. The college has thorough and robust systems for assessing risk and ensuring the health and safety of staff and students. Partnerships are used effectively to support students' learning and well-being with particular strengths in the outreach work undertaken through the college's specialist status. The English department has been identified as a lead department in the local authority and facilitates the exchange and sharing of good practice across the city. Governors know the college very well and play a key role in the development of strategic direction. Governors' committees are effective in holding the Principal and senior leadership team to account in all aspects of their work.

The college has a deep understanding and awareness of its diverse student population and equality of opportunity is promoted rigorously. The promotion of community cohesion is central to the college's ethos and is reflected in the exceptional sense of identity and tolerance across the college. This is a longstanding feature of the college and has gained national recognition. In discussions, students were keen to emphasise that there is very little tension between students from different cultures and backgrounds. They commented that if incidents occur they are treated with seriousness and resolved rapidly; they trust the college as a place where all are valued and encouraged to learn from each other. There are links with a wide range of schools and organisations in a variety of countries including India, France, Germany and Slovakia. These have resulted in exchanges and reciprocal visits from which students gain greater understanding of other cultures.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement</p>	<p>1</p>
<p>Taking into account: The leadership and management of teaching and learning</p>	<p>2</p>
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	<p>1</p>
<p>The effectiveness of the school's engagement with parents and carers</p>	<p>1</p>

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The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

More than a third of parents and carers returned the inspection questionnaire. Of these parents and carers, the overwhelming majority are happy with their children's experiences in the college. They agree that their children enjoy college and feel safe. A few specific concerns were raised about poor behaviour or instances of bullying, but inspectors found that behaviour around the college and in lessons was outstanding and the very few instances of bullying were dealt with effectively. Parents and carers expressed confidence with the way that the college is led, the quality of the teaching and the progress being made by their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Judgemeadow 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 426 completed questionnaires by the end of the on-site inspection. In total, there are 1215 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	160	38	246	58	14	3	5	1
The school keeps my child safe	191	45	224	53	5	1	2	0
The school informs me about my child's progress	125	29	253	59	37	9	7	2
My child is making enough progress at this school	120	28	264	62	29	7	2	0
The teaching is good at this school	140	33	248	58	13	3	1	0
The school helps me to support my child's learning	97	23	248	58	59	14	8	2
The school helps my child to have a healthy lifestyle	103	24	277	65	32	8	5	1
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)	134	31	228	54	35	8	2	0
The school meets my child's particular needs	97	23	280	66	28	7	1	0
The school deals effectively with unacceptable behaviour	176	41	197	46	32	8	6	1
The school takes account of my suggestions and concerns	87	20	255	60	48	11	4	1
The school is led and managed effectively	144	34	252	59	16	4	0	0
Overall, I am happy with my child's experience at this school	169	40	240	56	13	3	1	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 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

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.



22 January 2010

Dear Students

Inspection of Judgemeanow Community College, Leicester, LE5 6HP

Thank you for the warm welcome you gave the inspection team when we visited your college recently. We enjoyed being in your lessons and talking to you and were impressed with the maturity with which you answered our questions. Yours is an outstanding college and you are rightly proud of it.

These are the main findings of the inspection.

You work very well together, showing respect and tolerance for your diverse cultures and backgrounds.

Staff have high expectations for you and take considerable care to make sure you are well supported.

The majority of you make good progress and the standards you reach at the end of Year 11 prepare you well to move on to further education or training.

Most teaching is good and your teachers provide you with a range of engaging activities. Your curriculum is outstanding and offers you an exceptional range of trips, events and other enriching activities.

Your behaviour is excellent.

Your college is led and managed very well.

We have asked the college to do two things to make your college even better.

Work with your teachers to make sure that more of your lessons are good or outstanding.

Work with departments to ensure your progress in all subject areas is as good as it is in the strongest areas.

We would like you to help your college by continuing to work hard and behave well.

Thank you again for helping us with the inspection of your college. We wish you every success in the future

Yours sincerely

Deborah James

Lead inspector

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