

# INSPECTION REPORT

## **CLIFTON : A COMMUNITY ARTS SCHOOL**

Rotherham

LEA area: Rotherham

Unique reference number: 106947

Headteacher: Mr P Marshall

Lead inspector: Mr John Paddick

Dates of inspection: 24 – 27 January 2005

Inspection number: 268371

Inspection carried out under section 10 of the School Inspections Act 1996

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Clifton : A Community Arts School is good and effective. It provides its pupils with a good standard of education and gives good value for money.** Standards are rising and pupils are achieving well overall. GCSE results are improving quickly. Pupils' attitudes and behaviour are good, and there are harmonious relationships between all ethnic groups. The quality of leadership and management is good overall. The school has very many more strengths than weaknesses.

The school's **main strengths and weaknesses** are:

- Standards are rising because teaching and learning are good.
- Relationships between all groups of pupils are strong features.
- The leadership and management of the senior team are very good.
- Pupils' very low literacy skills on entry to the school slow progress in several subjects.
- There are particular strengths in the performing arts area.
- Provision for pupils' welfare and guidance is very good.
- The school's contribution to the development of the community is excellent.
- Statutory requirements are not met in religious education and citizenship.
- Pupils make slower progress in humanities, design and technology, science and Urdu than in other subjects.

The school's effectiveness has improved well since the previous inspection. Standards are now much better and there has been a satisfactory response to the weaknesses identified in 1999. However, shortcomings relating to religious education and collective worship still remain to be tackled.

### STANDARDS ACHIEVED

In the national tests taken in Year 9 in 2004, results were similar to those of 2003, when they were well below average compared to the country as a whole. Results in English, mathematics and science were also similar to those of 2003, which were well below average. National comparative figures for 2004 are not yet available. GCSE results in 2004 were the best in the school's history. They were below average overall but represented good achievement over five years. Although pupils' average point score was well below average, results in the range A\*-G were above average. The rising trend in the school's national test and GCSE results has matched the national trend.

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	All schools			similar schools
	2002	2003	2004	2004
	E	E	E	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 9.*

**Currently, achievement is good in all year groups.** Boys and girls from all of the groups in the school achieve well, including those from ethnic minorities, those in public care, those with English as an additional language (EAL), and those with special educational needs (SEN). Standards are rising because teaching and learning are good. Pupils join the school in Year 7 with very low standards of literacy and number. However, by Years 9 and 11, teachers, support assistants and mentors have been successful in raising standards to well

below average and below average respectively. In Year 9, standards have risen to below average in English, mathematics and science in response to good teaching. Standards are average in music and information and communication technology (ICT). They are below average in all other subjects apart from religious education, history, geography, citizenship and design and technology, where they are well below average. In Year 11, standards are below average in all subjects apart from mathematics, ICT, history, music and physical education, where they are average, science, citizenship and geography, where they are well below average, and religious education, where they are very low.

**Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall.** Moral, social and cultural provision is good but spiritual provision is unsatisfactory. Attitudes and behaviour are good. Attendance is satisfactory. Relationships within the school between boys and girls and all ethnic groups are harmonious.

## **QUALITY OF EDUCATION**

**The school provides education of good quality.** Teaching and learning are good across the school. This is responsible for the improving standards and good achievement. Teaching and learning are good in the majority of subjects. They are weaker but satisfactory in the humanities area, design and technology, science and Urdu. The good teaching has many strong features, for example in the planning of lessons, the management of pupils, and the utilisation of a variety of interesting approaches. The teaching of pupils with special educational needs (SEN) and with English as an additional language (EAL) is good and enables them to make the same good progress as other pupils. The teaching of literacy is good in some subjects but it still requires further co-ordination and development across the school. Assessment is good. The curriculum has many good and very good features but it is unsatisfactory overall because it does not meet requirements for religious education, citizenship or collective worship. Extra-curricular provision is strong. Very good transfer arrangements with primary schools provide smooth transfer arrangements into Year 7. These ensure an effective start to pupils' secondary school career. Very good links with a local college enhance the school's strong provision of vocational courses. The school supports pupils' personal development and learning well.

## **LEADERSHIP AND MANAGEMENT**

**The quality of leadership and management is good overall.** The headteacher's leadership provides a very clear vision for the school and the very strong senior team supports him very well. The strength of this team is evident in the very purposeful and orderly move onto one school site whilst not allowing standards, behaviour or relationships to slip. Leadership and management at faculty and subject level are good overall. The school is well ordered, calm, lively, innovative and industrious. However, governance is unsatisfactory because requirements for citizenship, religious education and collective worship are not met, as was the case for the latter two at the time of the previous inspection.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Pupils and parents are positive about the school. It has increased in size since the previous inspection because it has an improving reputation and parents are happy about the standard of education that it provides. Some parents have concerns about bullying and the behaviour of a minority of pupils. There is little evidence of either of these. Pupils confirm that if bullying or misconduct do occur the school is rapid and effective in its response.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Co-ordinate and develop further the teaching of literacy throughout the school.
- Improve teaching and learning in the humanities, design and technology, science and Urdu to match the good provision found in other subjects.

To meet statutory requirements:

- Improve provision in religious education in Years 10 and 11 so pupils can receive their entitlement in this subject.
- Improve provision in citizenship to meet statutory requirements, particularly in active citizenship and assessment.
- Provide a daily act of collective worship for all pupils.


## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*