

Salendine Nook High School

Inspection report

Unique Reference Number	107757
Local Authority	Kirklees
Inspection number	356231
Inspection dates	5–6 May 2011
Reporting inspector	Patrick Geraghty HMI

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	1315
Appropriate authority	The governing body
Chair	Mr John Clarke
Headteacher	Mrs Christine Spencer
Date of previous school inspection	28 January 2008
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed teaching and learning in 42 lessons observing 42 teachers. They held meetings with staff, groups of students, the School Improvement Partner and the vice-chair of the governing body. Documentation was scrutinised including: information related to the tracking of the academic and personal progress of students; detailed analysis of students' attainment and progress; school development planning; school and subject self-evaluation; records of recent classroom monitoring; minutes from meetings of the governing body; and evidence to demonstrate how the school supports students whose circumstances may make them vulnerable. Inspectors also examined evaluations undertaken by the school to ensure that it meets statutory requirements with regard to safeguarding. In addition, 203 questionnaires from parents and carers were scrutinised along with questionnaires returned by a representative sample of staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether strategies to sustain high student attainment and enable good progress for all students at Key Stages 3 and 4 have been effective.
- Whether teaching and learning are sufficiently challenging to promote good or better progress for all students.
- Whether the effectiveness of monitoring and evaluation by leaders and managers at all levels is sufficiently well embedded to drive and sustain improvement.
- Whether leaders and managers, at all levels, have the necessary capacity to sustain improvement trends.

Information about the school

Salendine Nook is a larger than average secondary school and has been a specialist technology college since 1997. It is oversubscribed and predominantly serves the Lindley and Paddock localities on the edge of Huddersfield. The proportion of students from minority ethnic groups is above the national average and reflects the composition of the local community. The percentage of students with special educational needs and/or disabilities is above average, while the number with a statement of special educational needs is below. The proportion of students known to be eligible for free school meals is below the national average. The school has a number of awards including the Artsmark, Sportsmark and Eco School Silver awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school with many outstanding features. Students' attainment is high and consistently and significantly above the national average. Overall outcomes for students are outstanding. Students make good progress although a minority has historically underachieved. The school has now developed appropriate curriculum provision and intervention strategies to tackle such underachievement. The school recognises the continuing need for the attainment and achievement gap between these students and their peers to be narrowed further. The school provides a harmonious and aspirational environment for students and they respond with enthusiasm and engagement. Their behaviour in and around the school and in class is outstanding. Relationships between students and with adults are excellent. Students are keen to contribute to each others' learning and progress; they enjoy challenge. A very high percentage of students engage in extra-curricular activities, represent the school and contribute actively to the local community. Progression to further education is outstanding.

Teaching is good. In the best lessons students are challenged, develop well tuned communication and group skills and enthusiastically engage in active and cooperative learning. In a minority of lessons these skills are not sufficiently developed. The curriculum is broad and balanced and has been adapted over recent years to better meet the needs of all students. The excellent practice and achievement of the specialist subject of technology has enhanced curricular provision. Care, support and guidance are outstanding. The school focus over several years on enhancing student behaviour has been highly successful. This has elicited not merely excellent discipline within the school but exemplary student attitudes to behaviour for learning within the classroom. These qualities were demonstrated in a two day business and enterprise challenge held for Year 10 students during the inspection. External organisers and inspectors were very impressed at the speed with which students tackled issues and developed dynamic ideas in highly cooperative group settings.

The governing body holds the school to account and is highly supportive and involved in numerous school activities. Self-evaluation is critical, embedded and focused on improvement. The governors and management of the school expertly manage the impact of a very tight budget so as to ensure that finances provide for the strengthening of student provision and outcomes. The school has developed exceptional links and partnerships with its local communities which have had real impact on the quality of student outcomes, provision and opportunities. There are excellent links with parents and carers who place a high value on the school's work. The school has a good capacity to sustain improvement and meet future challenges, and provides outstanding value for money.

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What does the school need to do to improve further?

- Raise further the attainment and achievement of distinctive groups of students such as those on free school meals and underachieving boys.
- Share outstanding features of the best teaching so as to reduce the percentage of satisfactory teaching further by:
 - promoting a greater focus on independent and group learning skills across the curriculum
 - ensuring that questioning is used effectively to challenge individual students according to their needs
 - applying data for lesson planning across the curriculum
 - sharing teaching strategies and approaches practised in the technology specialism more widely across the curriculum.

Outcomes for individuals and groups of pupils

1

When students join the school in Year 7, their attainment is above average.

The current quality of students' work seen during the inspection is at least good. Students in lessons show high levels of engagement and enjoyment. Inspectors noted good learning and progress across all year groups, backed by robust school tracking and monitoring of performance and progress. Historically some distinct groups have underperformed, such as those known to be eligible for free school meals and lower ability boys. Over the last two years the school has developed intervention strategies to tackle this underperformance and these are now beginning to impact on students' outcomes. However, the school acknowledges the need to reduce further the gap in attainment and progress for such groups. The progress of students with special educational needs and/or disabilities is good. The proportion of students gaining five or more A* to C grades at GCSE has been well above the national average for the last three years. When English and mathematics are included this figure was 17% above the national average in 2009/10. Scrutiny of current tracking information indicates that this strong trend of high attainment is continuing at Key Stage 4.

Students report that they feel very safe in school. Instances of bullying are dealt with quickly. Prefects and student mentors act as positive role models for younger students who greatly appreciate their guidance. The school represents a highly harmonious and caring community with students eager to engage, share ideas and challenge each other. Students behave exceptionally well both in and around the school and in class. Involvement with the wider community is good with students engaged in numerous charitable activities and cultural events. Students understand what they need to do to lead a healthy lifestyle and take full opportunity of the outstanding support and guidance, including advice in such areas as eating disorders and obesity. Participation in the ample sporting and cultural opportunities provided by the school is very high. This, together with high attainment in literacy and numeracy, is ensuring that students are prepared exceptionally well for the next stage of their education or the world of work. Attendance is high. The impact of students' willingness to engage, their highly positive participation in learning and school life, combined with the exceptionally caring ethos of the school community, ensures that spiritual, moral, social and cultural development are outstanding.

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

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teaching is good. The best lessons are characterised by excellent student enthusiasm and participation in learning, very effective use of timed activities, a good pace, and high expectations. Group activities are suitably matched to students' abilities. There is a strong emphasis on developing communication, group and leadership skills. This approach was demonstrated in an outstanding technology lesson in engineering. Students were creative problem solvers using and applying previous knowledge in disassembling and then reassembling a vacuum cleaner. There were high levels of engagement and enjoyment, and students made exceptional progress. The teacher kept his input to a minimum to facilitate students taking responsibility for their own learning and demonstrating and sharing what they were discovering. Resources were well designed and used effectively with good use of technology to support learning. In the satisfactory lessons, questioning was not sufficiently well used to challenge and develop students' participation. Students had fewer opportunities to assume responsibility for their own learning. The use of assessment to support learning is satisfactory. In satisfactory lessons data is not always used to effectively plan lessons and to inform on the variety of activities that will meet the needs of all students and enable them to make at least good progress.

The school provides a broad and balanced curriculum that meets the needs of all students. Curricular provision is kept under review and has benefited in the last few years from the

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addition of foundation learning and suitable vocational pathways at Key Stage 4; the great majority of students follow the academic pathway. There are a wide range of GCSEs and over 60% of students take a modern foreign language at GCSE. The impact of the specialism of technology has been effective in developing curriculum diversity and progression partnerships and pervades all areas of the curriculum. There are a wide range of extra-curricular activities enthusiastically embraced by students. There is strong and well-focused provision to provide the most able students with challenge and to promote high aspirations. Progression rates to further education courses are very high.

Care, guidance and support are outstanding. Well developed partnerships with external agencies complement the high quality support offered by the school for all its students. This is particularly reflected in the quality of provision and success of the Pupil Support Centre, where students are encouraged to reassess their approach to behaviour and their engagement within the school community. Transition arrangements and partnership with primary schools are extensive and highly effective. Links with parents and carers throughout the students' school life are excellent. A strong aspirational culture characterises the pastoral system; students impressively plan not only for their next stage in further education but for university. Data are used well by pastoral staff to monitor the progress of all students and provide well-tailored intervention strategies. Attendance and behaviour are excellent and reflect exemplary work by school staff. The school has, over the last two years, developed a strong and successful focus on additional learning needs provision. The school enrolls a number of students excluded from other schools, integrates them into its strong aspirational ethos and enables them to succeed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Excellent and highly effective leadership by the headteacher provides for strong staff and students' expectations and a strong sense of direction. She is ably supported by her senior management team. Challenging targets are set for students and teachers. Robust data systems to track and monitor students' progress are embedded. A strong aspirational culture has been established. Provision and challenge for the most able students is outstanding. The school is aware of the need to further reduce the gap in attainment and achievement for some groups of students. The management of the technology specialism is outstanding; whole-school improvement has been driven through the specialism. The management of teaching and learning is good. Effective lesson observation processes link well with staff training programmes. Self-evaluation is accurate and self-critical. Middle management is strong, accountable and fully engaged in supporting and enabling continued school improvement. Governance is good with appropriately strong challenge

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and evaluation of the school's performance. The governing body is fully involved in the monitoring of the school's work and takes part in many school activities.

Partnerships are outstanding. Strong links with local schools and colleges enhance the students' learning opportunities. Links with a variety of other agencies add to the outstanding quality of care, support and guidance. Parents and carers are highly supportive of the school and links with them are exceptional. Home visits are undertaken by staff and attendance at parents' evenings, curriculum and transitional events are very high. Communication is excellent. There is good promotion of equality of opportunity through pastoral programmes and the broad and balanced curriculum. A greater emphasis is now placed on the analysis of the performance of different groups of students and this is now impacting on improved outcomes for these groups. Community cohesion is good. The school has established good links with the local community and developed beneficial international links. Safeguarding is good. Policies and procedures are comprehensive in range and coverage. The school's value for money, set against outcomes, is outstanding.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

An analysis of responses to the questionnaire indicates that the majority of parents and carers are happy with their children's experience at school and that appropriate steps are taken to ensure that their children are well prepared for the future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Salendine Nook High School 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 203 completed questionnaires by the end of the on-site inspection. In total, there are 1,315 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	25	140	69	9	4	3	1
The school keeps my child safe	34	17	157	77	8	4	1	0
My school informs me about my child's progress	61	30	126	62	12	6	0	0
My child is making enough progress at this school	50	25	138	68	12	6	0	0
The teaching is good at this school	44	22	148	73	5	2	2	1
The school helps me to support my child's learning	36	18	136	67	23	11	1	0
The school helps my child to have a healthy lifestyle	17	8	166	82	15	7	2	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)	44	22	132	65	14	7	0	0
The school meets my child's particular needs	40	20	137	67	13	6	3	1
The school deals effectively with unacceptable behaviour	44	22	129	64	19	9	2	1
The school takes account of my suggestions and concerns	29	14	131	65	20	10	2	1
The school is led and managed effectively	45	22	137	67	11	5	0	0
Overall, I am happy with my child's experience at this school	58	29	133	66	6	3	3	1

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



9 May 2011

Dear Students

Inspection of Salendine Nook High School, Huddersfield, HD3 4GN

Thank you for the warm and friendly welcome that you gave my colleagues and me when we inspected your school last week. We thoroughly enjoyed our visit to your school. We would also like to commend you for your outstanding behaviour, and your commitment to making the school such a harmonious and enjoyable place to work in. We would particularly like to thank those of you who spoke with us.

Our inspection found that yours is now a good school with many outstanding features. You are making good progress throughout your time at the school. Your results are high and well above national averages. There is much good and some outstanding teaching in the school. In these lessons, you respond well to the teachers' high expectations. Your curriculum options are broad. The teachers and support staff give you outstanding care, guidance and support.

The leaders in your school worked with us to decide on some ways in which your provision could be better. We decided that to achieve this, the school should:

- ensure that all students make at least good progress and achieve the best results they can
- improve further the percentage of good and better teaching so that you are all challenged and achieve your best.

You can help your school to improve further by ensuring everyone continues to focus on the pursuit of excellence and for you to continue your endeavours in your studies so that you can achieve your full potential in life.

I wish you the very best for the future.

Yours sincerely

Patrick Geraghty

Her Majesty's Inspector

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