



Rossington All Saints Church of England (VA) School – A Sports College

**Better
education
and care**

Inspection report

Unique Reference Number 133942
Local authority Doncaster
Inspection number 295656
Inspection dates 12–13 December 2006
Reporting inspector John Young HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Comprehensive	School address	Bond Street
School category	Voluntary aided		Rossington
Age range of pupils	11–18		Doncaster
			DN11 0BZ
Gender of pupils	Mixed	Telephone number	01302 868414
Number on roll (school)	900	Fax number	01302 886522
Number on roll (6th form)	136		
Appropriate authority	The governing body	Chair	Rev Alan Lacey
Date of previous school inspection	May 2005	Headteacher	David Rowsell

Age group	Inspection date(s)	Inspection no.
11–18	12–13 December 2006	295656

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors. When Rossington All Saints Church of England School was inspected in May 2005, it was judged to require special measures. Since then it has been visited four times by one of Her Majesty's Inspectors and Additional Inspectors who have monitored its progress.

Description of the school

This is a smaller than average school. The students are mainly White British. The numbers who speak English as an additional language are low. Most students live in areas containing significant pockets of deprivation and the proportion of students known to be eligible for free school meals is above the national average. On entry into school students' attainment is below average. The proportion of students with learning difficulties and/or disabilities is broadly in line with the national average. The school has specialist Sports College status and has developed some extended school provision. In addition, the school has gained the Sportsmark Gold and Artsmark Silver awards, as well as Investors in People accreditation. The school has attained the Healthy Schools standard and is an accredited training centre for the European Computer Driving Licence.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

The school is improving rapidly: it now provides a satisfactory overall standard of education for its pupils and has a number of good features. This contrasts dramatically with the situation 19 months ago when the school was judged to have significant weaknesses in virtually every aspect of its work.

Having accepted the need for improvement the headteacher and his senior staff have set about developing and implementing a coherent and well conceived improvement plan. The introduction of a new learning framework which has transformed the way the school now operates has been central to its success. A new ethos has been created and all staff and students now recognise that they have a collective responsibility to ensure the school moves forward. As a result, attitudes to learning, behaviour, the quality of teaching, attendance rates and the use of data to promote better achievement have all improved. Equally importantly leadership at all levels has improved and there are now robust monitoring and evaluation procedures to ensure that improvements are sustained and issues are identified and tackled at an early stage. The introduction of a faculty system has empowered middle leaders and strengthened their sense of affinity with the school's vision for the future. The headteacher provides clear and firm leadership. He is highly committed and has worked tirelessly to embed the foundations for a successful future for the school. This has meant that the school has come a very long way in a relatively short period of time.

The school has successfully addressed most of the key issues highlighted by the last inspection. It is effectively addressing the deep rooted and on-going challenge of raising standards and improving achievement amongst all of its students. Good quality care, guidance and support, coupled with suitable provision for their personal development, have given students a new confidence in their abilities and heightened self-esteem, which has led to them raising their aspirations. The introduction of a new pastoral system has created a further sense of community. Better teaching, a suitable curriculum and greater stability in staffing have impacted positively on student attainment. Whilst the overall standards reached by students are still below the national average, their achievement is satisfactory and they make progress at a rate that is in line with what is expected given their starting points. Nevertheless, whilst there are good strategies now in place, the school knows it still has further work to do in improving the achievement and standards of boys in English at Key Stage 3 and ensuring procedures for marking are consistently applied across the school.

The Sports College has made an outstanding contribution to whole school improvement. The sphere of influence of the Sports College staff is enormous,

permeating senior and middle management as well as the pastoral system. They have led the establishment of the new framework for learning across the school. The leadership and management provided by both the Director of Sport and the Faculty Leader are outstanding. They are ably supported by a very talented team of teachers. There is a very clear vision and the sports college targets have been surpassed. Achievement and standards in physical education are good across all key stages as a result of teaching that is consistently good and in some respects outstanding. Partner primary schools have taken advantage of the many opportunities and extended range of activities provided by the Sports College and for training their staff.

Links with parents are good and the school has developed some very good partnerships with external providers to enhance the quality of provision. Governors are also very effective: they undertake their duties very well and are providing the challenge and support needed to ensure that improvement is maintained. The local authority has provided invaluable support to the school.

Effectiveness and efficiency of the sixth form Grade: 2

The sixth form has improved and the school now correctly judges its effectiveness and the value for money it offers to be good. Significant increases in student numbers have been well managed and retention rates are high. The range and levels of courses offered has been extended and there is a good match between what the school offers and what students need and want. This has been achieved in part by the good partnerships that have been established with local schools, colleges and a number of other external providers to enrich the quality of provision offered to students. The range of vocational courses is good. Students appreciate the quality of guidance they are given, both prior to making subject choices and during their studies, and the helpful and constructive advice they receive about routes to education and training beyond the sixth form. The sixth form is well led and managed. Students make good progress, reaching broadly average standards, often from starting points that are below average. The school is aware that some subjects perform better than others, especially at the higher grades. Teaching is good overall and most teachers successfully blend enthusiastic teaching with detailed planning and subject knowledge. Whilst students are increasingly confident in discussion, some teachers still miss opportunities to get them to explain and expand ideas fully. Attendance is satisfactory. The requirement to provide a religious education experience for all students has now been met.

What the school should do to improve further

- Build on existing strategies to raise standards and improve achievement, particularly by boys in English at Key Stage 3.
- Ensure marking procedures are consistently applied across the school.

Achievement and standards

Grade: 3

Standards at Key Stages 3 and 4 are below the national average but, given that they enter the school with standards that are below average, students' achievement is satisfactory. Students of all ages are currently making satisfactory progress in lessons and in their written work. Results for 2006 in the national tests in Year 9, suggest that students made satisfactory progress overall in Key Stage 3, though some are not doing as well as they should in English. Standards rose from 60% to 67% in mathematics and from 58% to 65% in science in 2006.

The 2006 Key Stage 4 results show a very significant increase in the proportion of students gaining five or more GCSE grades A* to C, which now stands at 42%. These results are double the figure achieved in 2005. In addition the proportion of students gaining five or more A* to G grades rose from 74% in 2005 to 88% in 2006 and is now in line with the national average.

Standards attained are average in the sixth form and, given their starting points, students' overall progress and achievement is good.

With the exception of Key Stage 3 English statutory attainment targets for 2006 were met across the school, although the provisional results for English are being challenged by the school. Students with learning difficulties and/or disabilities make at least satisfactory progress and the latest evidence suggests that their progress in reading and spelling is good. The school's latest available assessment data suggests the improvements in students' standards and achievements will be sustained in 2007.

Personal development and well-being

Grade: 3

Students' personal development and well-being are satisfactory. They are improving and there are some significant strengths. Assemblies, personal, social and health education and citizenship (PSHCE) and form time provide the vehicle for developing positive relationships between staff and students. They promote a positive ethos to school and the rights and responsibilities that go with being a constructive member of the school community. Wider spirituality is promoted well in some areas, including the arts, but is not yet found strongly in all

subjects. Social development and cultural development are satisfactory and improving. For example, there was recently a well planned multicultural day involving a wide range of activities from different cultures, including Chinese art and Asian dancing.

Students are given clear guidance on adopting healthy lifestyles and this has had a good impact: there is good participation in extra curricular sports and students are increasingly taking advantage of the healthy food provided by the school. Students feel safe in school. Behaviour is satisfactory overall and often good, reflecting the impact of the school's actions on rewards and sanctions. Attendance improved in the last year and is now average, demonstrating students' more positive attitude to school. The contribution students make to the community is satisfactory and improving significantly, particularly with the role students take in supporting sport in local primary schools and mentoring younger students. Preparation for life after school is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory and improving rapidly. The improvements in teaching have led to the increasing progress students have been making in the last 19 months. Increasingly teachers are using their good subject knowledge to help them to identify clear learning outcomes and what students of all abilities are expected to achieve. In good lessons these learning objectives are routinely shared with students at the beginning of lessons and these expected outcomes are also used well at the end of lessons to help students recognise what they have learnt. Students know their subject targets. Work is generally well matched to students' needs and teachers and support staff work well together to support lower-attaining students. As a result these students are increasingly engaged in their learning, relationships are good and incidents of poor behaviour are reduced. Most students behave well and work hard. Higher attaining students are usually well challenged by the work they are given and make good progress in lessons. Teaching and learning is not yet good overall because there still remains some inconsistency in the quality of planning, teaching and the extent to which students are actively engaged in their own learning. The quality of teaching and learning in the sixth form is good overall, and is contributing to the good progress students make.

In the best lessons marking of work follows the school policy and students are regularly told where they are doing well, what they need to improve and how they can achieve this. However, not all teachers are sufficiently rigorous in following the school marking policy in order to guide students in improving their work.

Curriculum and other activities

Grade: 3

The curriculum meets national requirements. It has some good features and is continually being developed to meet students' needs more effectively. New courses have been introduced to give students greater opportunity to succeed. A well planned PSHCE programme covers national requirements. This course is an important and effective part of the curriculum and has a positive impact on students' personal development. There is good provision for students' work related learning through vocational courses in Years 10 and 11 and the work experience programme. In addition more vulnerable students can acquire a range of nationally recognised entry-level qualifications and basic skills awards. A good range of extra-curricular activities enhances and supports the main curriculum. Additional support, provided as students approach national tests, helps to raise their achievement. The school's work in the community through the specialist Sports College and its extended school activities, enrich provision further. The sixth form curriculum is well balanced and provides a range of academic and vocational opportunities for students.

Care, guidance and support

Grade: 2

The care, guidance and support for students have been strengthened and are good. Suitable procedures are in place to ensure the well-being of students. Students feel safe as a result. There is a good system in place to assess how well students are performing, identify areas for improvement and indicate how to achieve these in individual learning plans, which many teachers adhere to. However, this is not always applied rigorously by all teachers. Each student has a learning mentor who regularly reviews their progress. There are three review days each year where students and parents examine progress made. There are positive strategies to identify any underachievement at an early stage and take action to tackle this.

Students with learning difficulties and/or disabilities are making appropriate progress and data currently available show very strong gains in performance of these pupils in certain year groups in key skills of reading and writing. Management structures for supporting these students have been strengthened and subject specific individual learning plans are being produced. Gifted and talented students have been identified and a specific learning mentor has been appointed to monitor and support them. Sixth form students benefit from equally good provision in this area.

Leadership and management

Grade: 2

Good leadership and management in both the main school and the sixth form have enabled the school to make quick and significant improvements in most areas of its work. The headteacher and senior team have tackled issues with enthusiasm and determination. They have succeeded in getting both teachers and pupils to fully realise what they are capable of and what is expected of them. Regular and rigorous checks on teaching and learning, and other aspects of the school's work, have given school managers invaluable information which they have acted on. The checks have also given teachers the spur to aim higher and to feel more confident in their work. Detailed evaluation of the effectiveness of management resulted in a new structure, introducing faculties and a revised pastoral system to simplify and strengthen the way the school is run. Improvement planning is ambitious but clearly prioritised. Responsibilities are shared and indicators of what constitutes success are carefully set out.

Middle managers are well aware of school priorities and their responsibilities in stimulating improvement and, though some are new to the school or newly promoted, many are already making an impact. The governing body is very effective and strongly committed to supporting the school. It also has the information and experience to ask searching questions which help the school to reflect on its work and effectiveness. A core executive group of governors, meeting weekly, has streamlined information and decision making. The school has received good support from the local authority and more recently from the school improvement partner. It works well with a number of additional providers and partner schools to enhance provision and further promote student well-being and achievement.

Value for money is satisfactory in the main school and good in the sixth form. The speed and quality of progress made by the school and its detailed and demanding planning for the future, give it good capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16–19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	3	2
The <i>standards</i> ¹ reached by learners	3	3
How well learners make <i>progress</i> , taking account of any significant variations between groups of learners	3	2
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	3
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

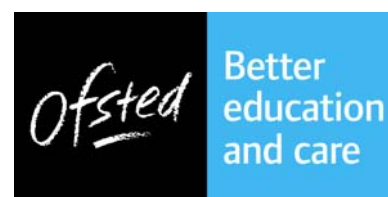
All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	2
How well are learners cared for, guided and supported?	2	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	



Rossington All Saints C of E (VA) School - A Sports College
Bond Street
Rossington
Doncaster
DN11 0BZ

14 December 2006

Dear Students

Thank you for talking to us and making us so welcome on our recent visit. We saw your lessons, looked at your work and read the results of questionnaires completed by you and your parents/carers: they proved very helpful.

Here is a summary of our main findings which I hope will be of interest to you.

- Your school has improved a lot during the past 19 months and, because you are now receiving a satisfactory standard of education, we have taken it out of special measures. The sixth form has also improved and is now good overall.
- You've helped make things better by improving your behaviour your attitudes to learning and by attending more regularly. You realise that if things are to improve further, both you and the staff must continue to work hard and not rest on your laurels.
- The Sports College is well led and physical education and its staff have made an outstanding contribution to improving the school. Physical education is one of the strongest subjects in the school.
- Teaching is satisfactory with some good features. The new learning framework means that you are now clearer about what to expect and what is expected of you.
- The school provides you with good quality care, support and guidance which help you to make satisfactory and sometimes good progress in your studies.
- You enjoy school, feel safe and you know who to approach if you have problems.
- The curriculum is matched to your needs and interests and you now have more vocational courses to choose from. Many of you take advantage of the excellent opportunities provided by the Sports College.

In order to make further improvements you need to support your teachers in their efforts to raise standards and improve achievement, particularly by boys in English at Key Stage 3, and ensure marking procedures are consistently applied across the school.

Yours sincerely

John Young HMI
Lead inspector