

Rossington All Saints Church of England (Voluntary Aided) School - A Sports College

Inspection report

Unique Reference Number	133942
Local authority	Doncaster
Inspection number	328774
Inspection dates	31 March 2009–1 April 2009
Reporting inspector	Ms Joan McKenna

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Mixed
Number on roll	
School (total)	771
Sixth form	134
Appropriate authority	The governing body
Chair	Fr John Carlisle
Headteacher	Mr David Rowsell
Date of previous school inspection	December 2006
School address	Bond Street Rossington Doncaster DN11 0BZ
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Introduction

The inspection was carried out by four additional inspectors.

Description of the school

This is a smaller than average school. The number of students on roll has fallen over the past few years, although the numbers in the sixth form have increased. Many students come from areas with significant social and economic disadvantage. The proportion known to be eligible for free school meals is higher than usual. The proportion with learning difficulties and/or disabilities is below the national average, but the proportion with statements of special educational need is above average. Almost 2% of students are in public care. The vast majority of students are of White British heritage, with only a very small number from minority ethnic heritages or who speak English as an additional language. There is a separate childcare provision operating on site, which did not form a part of this inspection.

The school is a specialist sports college. It moved into a new building in September 2008. Awards gained include Sportsmark, Artsmark Silver, Investors in People, Healthy Schools and the Doncaster Inclusion Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory. Students in the main school develop well personally and their academic achievement is satisfactory.

The good quality of care and support provided for students in Years 7 to 11, evident at the previous inspection, has been maintained. The restructured pastoral system ensures that individual students' well-being is monitored closely. Students know that there are adults who care about them and who understand the factors affecting their happiness and success in school. As a result, relationships between staff and students are positive. Students feel secure and confident to turn to adults with any issues concerning them. Students with specific needs, such as those with learning difficulties and/or disabilities and those in public care, receive additional, helpful support. Students enjoy school. They have good attitudes to learning and behave well. They appreciate the improved environment provided by the new building very much. They respond well to the opportunities for them to make a positive contribution to life in school, such as by older students acting as mentors for others.

Students enter the school with below average standards. Standards remain below the national average overall by the time students end compulsory education in Year 11. In 2008, results in vocational courses were higher than in academic courses and this has helped to ensure that the proportion of students gaining five or more GCSEs at grades C and above is close to the average. However, this is not the case when English and mathematics are taken into account. Standards are rising in both Key Stage 3 and Key Stage 4, however, and students' achievement is improving and is satisfactory overall. This is in part because the quality of both teaching and the curriculum are satisfactory. Newly revised systems for monitoring students' progress are now thorough and detailed and the information is readily accessible. The systems enable leaders and staff to have a detailed knowledge of how individuals and groups are getting on, so that any underachievement can be identified quickly. The information is put to some good use, for example, in identifying groups for additional support. It is not used enough by teachers to ensure they match tasks to students' needs in lessons, however, or to give them detailed guidance on how to improve their work. The impact of the sports specialist status is a strength of the school. Students achieve well in sport and participate enthusiastically in the wide variety of related extra-curricular activities. The specialism is contributing very effectively to developments and improvements across the school as a whole through the sharing of good practice and expertise.

Leadership and management are satisfactory. The headteacher provides firm direction and ensures that others are clear about their responsibilities. Where the school has prioritised its efforts, it has had some success, such as in improving monitoring arrangements, aspects of students' attainment and management systems in the main school. The developments and increasingly rigorous practice in the main school are not replicated in the sixth form, however, which is not effective enough. Nevertheless, improvement since the previous inspection is satisfactory overall and demonstrates a satisfactory capacity to improve further.

Effectiveness of the sixth form

Grade: 4

The sixth form is inclusive and welcomes any student who wishes to continue their studies beyond the age of 16, whatever their prior attainment. Therefore, students feel valued. A range of courses from basic skills to A level are provided to help meet the diverse needs of students. However, although some guidance on course choice is given, in practice, it does not ensure that all students take appropriate courses that are well matched to their ability. As a result, too many students either do not complete their course or do not do so successfully. This is particularly the case on the A level courses where standards are too low and achievement is inadequate. There is too much inadequate teaching and one course had to be terminated because there became too few students for it to be viable. Some teaching is satisfactory or better, but not enough. Management systems in the sixth form have been lax, resulting, for example, in attendance being inadequate because it has not been rigorously promoted. The school has now applied to the sixth form the improved systems that it has developed in the main school, but it is too early to gauge their full impact. Students' personal development is satisfactory. Most are keen to take advantage of the opportunities provided for them. They enjoy the additional activities that help to broaden their learning, such as the Duke of Edinburgh Award. Some students make a positive contribution to the main school through, for example, prefect duties and mentoring younger students. However, not all students have the confidence to take responsibility for their own learning or contribute actively in class and not all teachers encourage them to do so sufficiently. Although the weaknesses are recognised by leaders and some action has been taken to tackle them, currently, the leadership and management of the sixth form are inadequate as they are not ensuring satisfactory provision and outcomes for students.

What the school should do to improve further

- Improve the effectiveness of the sixth form so that the provision made and the outcomes achieved by students are at least satisfactory.
- Raise the standards reached by students, especially in English and mathematics.
- Ensure that information about students' progress is used by teachers to match tasks closely to their different needs and to give them detailed guidance on how to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Students' achievement in Key Stage 3 in 2007, the latest year for which there is nationally published data, was satisfactory in mathematics and science, but was not in English. In 2008, standards rose in all three subjects, although English still lagged

behind the other two subjects. Standards are continuing to rise across Key Stage 3. At Key Stage 4 in 2008, results in most GCSE courses were below the national averages, although they were broadly average in a small number of vocational courses. Achievement in subjects linked to the school's specialist status is strong and targets in these subjects were met in 2008. Evidence about the performance of students currently in Years 10 and 11 indicates rising attainment. Challenging targets are set for attainment and students are on course to meet more of them than previously. The closer monitoring of the progress of individuals and subsequent action taken mean that differences between groups are being reduced. Most students are now achieving at similar levels, including those with learning difficulties and/or disabilities and students in public care. Improving standards remains a priority for the school, especially in English and mathematics.

Personal development and well-being

Grade: 2

Students' personal development and well-being, including their spiritual, moral, social and cultural development, is good. Students develop a good awareness of spirituality through assemblies and 'themes of the week' on topics such as courage and resourcefulness. Students display a good understanding of moral values, as seen, for example, when students were debating the effects of racism. Active links with a school in Ghana, along with visits to multicultural centres, help them develop a good understanding of different cultures. Students relate very well to each other and to adults and conduct themselves in an orderly manner in classrooms and around the school. They understand the importance of keeping healthy through diet and exercise, appreciating the opportunities provided for the latter through the school's specialist provision. Students feel safe in school and understand about safety issues beyond school. Students make positive contributions to the wider community, such as by participating in local regeneration projects and raising money for many charities. Attendance has improved, although it is slightly below the national average. Students acquire a satisfactory range of skills relevant to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Positive features of teaching common to most lessons are teachers' secure subject knowledge, conscientious preparation and positive behaviour management through the consistent application of rewards and sanctions. In the more effective lessons, work is challenging and interesting, students are actively involved in activities and the pace of learning is good. Some teaching is outstanding. What mark this out are exceptionally high levels of student engagement because of imaginative and interactive approaches used and the particularly close attention given to meeting students' individual needs. However, in too many lessons, although teachers are aware of students' different levels of ability, they do not use the information to match tasks closely enough to their needs and often have the same expectations of and set the same work for all. In addition, in some lessons, teachers talk too much

and do not promote independent learning. This limits students' progress. The quality of marking and feedback to students on how to improve their work is inconsistent. Most students are aware of their targets, but not necessarily what they have to do to reach them.

Curriculum and other activities

Grade: 3

The curriculum is kept under review and is being developed to match the diverse range of student needs and capabilities more closely, especially at Key Stage 4. For example, the breadth of courses and pathways offered for students in Years 10 and 11 has widened. Additional curriculum programmes are provided to help students at risk of underachieving make progress. However, insufficient attention is paid to promoting literacy and numeracy across the curriculum. A wide range of popular enrichment and extra-curricular activities is provided and participation levels are high. These include numerous 'house' activities, trips abroad and residential opportunities in this country. The sports specialism is a strength, with its impact on curriculum innovation within the school and its contribution to learning opportunities within the community.

Care, guidance and support

Grade: 2

The pastoral system has recently been reorganised into houses and tutor groups containing students of all ages and is strengthening relationships between students in different years and their tutors. Along with the close monitoring of students' personal development, the reorganised system is ensuring that the relatively small groups of students are well known by staff. A range of support activities for specific groups of students, for example those with learning difficulties and/or disabilities, helps them to participate in lessons and benefit from what the school offers. Similarly, the progress and well-being of children in public care are monitored well by a designated member of staff. Safeguarding arrangements meet current requirements. The school's substantial efforts to improve attendance, which include mentoring students with high absence and rewarding good attendance, have led to its target being met. The thorough, albeit relatively new system of academic monitoring ensures all students have regular reviews of their progress. There is good analysis and use of this information at a strategic level, but it is not used comprehensively in classrooms to maximise students' progress. Students from partner primary schools are involved in many joint projects to help them settle in when they join Year 7. Students do not receive as much support and guidance on the options available to them after the age of 16.

Leadership and management

Grade: 3

The headteacher has taken action that has improved both pastoral and academic aspects of the school, with some effective support from other leaders at both senior and middle levels. Management systems have been made more rigorous and they provide better quality information that helps the school check on progress, target future action and enable leaders and staff to be held accountable for their effectiveness. Until recently, however, the focus has been on the main school and

the sixth form has not been part of these developments. Through a range of self-evaluation activities, the school has a broadly accurate understanding of its strengths and weaknesses. Its emphasis on the progress made rather than areas still requiring improvement, however, means that a few of its judgements were more positive than those of inspectors. Governors are very committed to the school, knowledgeable about it and play an active role in developments. They also have a mainly, but not fully accurate view of its effectiveness. The school has a deficit budget, but is operating to an agreed recovery plan. Nevertheless, plans to reduce the deficit will necessitate some changes to and reorganisation of staffing. The school is committed to providing equality of opportunity and all students within the school are valued equally. The school's promotion of community cohesion is satisfactory, although it works hard to establish good links with parents.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	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	4
Effective steps have been taken to promote improvement since the last inspection	Yes	No
How well does the school work in partnership with others to promote learners' well-being?	2	3
The capacity to make any necessary improvements	3	3

Achievement and standards

How well do learners achieve?	3	4
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	4
How well learners with learning difficulties and/or disabilities make progress	3	

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2	3
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	2	
The attendance of learners	3	
The behaviour of learners	2	
The extent to which learners make a positive contribution to the community	2	
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.

Annex A

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	4
How well are learners cared for, guided and supported?	2	4

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively leaders and managers use challenging targets to raise standards	3	
The effectiveness of the school's self-evaluation	3	3
How well equality of opportunity is promoted and discrimination eliminated	3	
How well does the school contribute to community cohesion?	3	
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	3	
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	



2 April 2009

Dear Students

**Inspection of Rossington All Saints Church of England (Voluntary Aided)
School - A Sports College, Doncaster, DN11 0BZ**

Thank you for being so welcoming during our recent visit. We enjoyed meeting you. I would now like to let you know the outcomes of the inspection.

For those of you in Years 7 to 11, the school is providing you with a satisfactory quality of education. Pastoral support and your personal development, however, are good. You are all well cared for and those of you who need it receive extra, helpful support. Relationships between you and the staff and with each other are positive. You behave well and show good attitudes to learning. Very understandably, you enjoy your fantastic new building. Many of you make a good contribution to the life of the school, for example by mentoring younger students and to the wider community, such as when you fund-raise for charity. The school's sports specialism is a strong feature of the school's work and we know you enjoy taking part in sporting activities.

The curriculum and the quality of teaching in the main school are both satisfactory and these help you make satisfactory progress in your learning. The standards you reach are rising. In 2008, some of the examination results were in line with the national averages. However, this was not the case in many subjects and we have asked the school to raise the standards you reach, especially in English and mathematics. Your progress is now monitored thoroughly and some good use is made of the information to help those of you who are not on course to meet your targets. However, we have also asked the school to make sure that teachers use this information to match the tasks they give you in lessons to your individual needs and to give you more detailed guidance on how to improve your work.

The headteacher and other leaders have worked hard to make the school better for you and improvement since the last inspection has been satisfactory overall. However, developments have focused on the main school and the sixth form has not been part of these. As a result, it is not as effective as it should be and we have asked the school to improve it so that it is.

You can help by continuing to work hard at school.

With best wishes

Joan McKenna
Lead inspector