

Carr Manor High School

Inspection report

Unique Reference Number	108059
Local authority	Leeds
Inspection number	377693
Inspection dates	19–20 October 2011
Reporting inspector	Michael Maddison 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	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	882
Of which number on roll in the sixth form	23
Appropriate authority	The governing body
Chair	Kinnon North
Headteacher	Simon Flowers
Date of previous school inspection	24 September 2008
School address	Carr Manor Road Leeds LS17 5DJ
Telephone number	0113 3368400
Fax number	0113 2888265
Email address	info@carrmanorhigh.leeds.sch.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 30 lessons and 30 teachers. Meetings were held with groups of students, senior staff, middle leaders, classroom teachers, members of the governing body, and the school's School Improvement Adviser. Inspectors observed the school's work. They looked at a variety of documents provided by the school, including policies, data analyses and the school's self-evaluation. They looked also at students' books. They analysed 119 questionnaires completed by parents and carers, as well as the questionnaires completed by students and staff.

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

- The achievement of all students, particularly in English and mathematics.
- Whether the quality of teaching is good enough, the use of assessment information effective enough, and the curriculum appropriate enough to raise achievement and promote high outcomes for all students.
- The success of strategies to improve attendance.
- The effectiveness of leaders and managers at all levels in driving up attainment and improving outcomes for all groups of learners.

Information about the school

Carr Manor High School is an average-sized secondary school. There are more boys than girls. Just over a third of students are White British and the remainder are from a broad range of cultural and ethnic backgrounds. In all, there are 23 different ethnic groups represented in the school. The proportion of students who speak English as an additional language is well-above average and there are 43 languages spoken in the school. The proportion of students known to be eligible for free school meals is well-above average. The proportion of students with special educational needs and/or disabilities is well-above average, but the proportion of students with a statement of special educational needs is well-below average. The school has had specialist status in sport since 2008.

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

1

Main findings

Carr Manor High School is a good and improving school. Several aspects of its work are outstanding. The quality of care, guidance and support provided for all students is exceptional and the school has created a safe and caring environment which promotes students' academic and personal development extremely well. As a result, the school is increasingly living up to its central themes, which are to 'know our children well', 'be partners in learning', and 'enjoy and achieve'. Parents and carers are overwhelmingly supportive of the school. One parent reflected the views of the vast majority who responded to the questionnaire, with the words 'Carr Manor is a very welcoming and caring environment'.

Achievement is good and it is improving. Since the previous inspection, results in national examinations at the end of Key Stage 4 have shown that attainment has risen. Although the proportions of students gaining at least a grade C in English and in mathematics at GCSE are still below the national average, they are improving year on year and the gap between the school's results and the national average is closing rapidly. As a result, the proportion of students gaining five A* to C grades including English and mathematics at GCSE is also improving markedly. Accurate systems for monitoring progress and attainment are in place and current analysis of students' academic performance indicates that more students are on track to achieve their targets and that results at GCSE may improve again in 2012. However, many students have poor literacy skills and this affects their progress. The school recognises the importance of developing students' literacy skills, but its actions to improve them across the curriculum lack a structured approach which is followed consistently.

Outstanding pastoral care and safeguarding procedures help to ensure that students are safe and well looked after. The well-developed and imaginative coaching system provides highly effective support for all students, not least those who are potentially vulnerable and whose behaviour might otherwise exclude them from education and examination success. The school uses its specialist status well and its work with a wide range of partners to improve outcomes for all students is outstanding. The effectiveness of its actions to promote community cohesion is also outstanding, as is the development of students' spiritual, moral, social and cultural development, the promotion of equal opportunity and the tackling of discrimination. Behaviour is good in lessons and around school. Students are respectful and courteous to each other and staff and the school is an extremely harmonious place in which to work and

study. Students' attendance has been low. However, a range of strategies is having a positive impact and attendance is improving rapidly.

The quality of teaching and learning is good. The best learning occurs in lessons when teachers encourage students to develop as independent learners. In those lessons, students make good progress because learning is challenging, it captures their interest, and work set is matched to individual students' needs and academic targets. In the lessons where least progress is made, teaching fails to engage the students sufficiently. There, the challenge is insufficient primarily because learning activities are not aligned closely enough to students' individual needs and academic targets.

Leadership and management are outstanding. The exceptional headteacher has provided a vision for the school which is focused clearly on equipping students with the skills and aspirations to succeed in adult life. He is supported most ably by a very competent governing body, very effective senior and middle leaders and by teaching and non-teaching staff, all of whom are focused on improving attainment and achievement and enhancing the life chances of all students. Self-evaluation is forensic in its level of rigour; it highlights strengths and identifies key priorities for school improvement. The focused work of senior leaders, the comprehensive programmes to support students in their academic and pastoral development, the rapidly improving picture in attainment and achievement, and the marked increase in students' attendance, combine to show that the school has outstanding capacity to sustain improvement.

What does the school need to do to improve further?

- Accelerate and consolidate students' achievement by:
 - focusing on improving the literacy skills of all students' across the curriculum through a structured approach which is followed consistently
 - creating more opportunities in lessons for all students to develop as independent learners
 - ensuring that the good practice which exists in aligning learning activities closely to students' individual needs and academic targets is spread across the school
 - improving students' attendance further.

Outcomes for individuals and groups of pupils

2

Students arrive at school with levels of attainment which are below average overall, but there is an increasing number whose attainment is well-below average. As they work their way through the school, students make good progress in their learning and some make outstanding progress. However, their literacy skills are weak and they are not given sufficient opportunities in lessons to improve these skills. Although intervention strategies are successful in helping some individuals and some groups of students to improve their literacy, there is no structured approach which is followed consistently to improve literacy across the curriculum. Overall, students work hard in lessons and inspection evidence indicates that attainment is now broadly in line with national averages. In the best lessons, there is a high level of student participation

and independence; as a result, students make good progress. However, in lessons which are dominated by too much 'teacher talk' and dependence on the teacher, students are too passive and their progress is no better than satisfactory. In those lessons, behaviour starts to falter also as students become less focused. The school has worked hard and with some success to narrow the achievement gaps and to improve the rates of progress for particular groups of students, for example those for whom English is an additional language. Students with special educational needs and/or disabilities make the same progress as their peers. That is because of the highly effective support and the individualised attention they receive in and out of lessons. However, there is some underachievement amongst all groups, especially in lessons where there is less effective teaching.

Students say that they feel safe at all times and that the school listens to their views. They report that any unacceptable behaviour, including bullying, is dealt with effectively and promptly. Students enjoy coming to school and appreciate the opportunities to be involved in sport, both within and beyond the curriculum. They can explain why and how they should lead a healthy lifestyle, though their eating habits during the school day do not always match their good intentions. Students make a considerable contribution to the local community and are being prepared satisfactorily for their future beyond the classroom. Attendance has been low, but it is improving strongly. That is because the school has focused much time and energy on inculcating the importance of punctuality and regular attendance.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The school provides an outstanding level of care for all students. Through the coaching system, which underpins the arrangements for academic and pastoral support, staff know the students extremely well. On a daily basis, students are being supported effectively and guided in a way which is making a significant difference to their lives. This is a calm and cohesive community, in which young people can flourish. The culture and ethos contribute significantly to students' good progress,

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

enjoyment and well-being and this helps to explain why the school is effective and successful. The additional support provided for students facing specific challenges is highly effective.

The school provides a good curriculum, which is adjusted regularly to meet the needs of students. The provision is enhanced through extensive local partnership arrangements and through a wide range of curriculum enrichment and extra-curricular activities, which are well supported by the students. However, the school has yet to put in place a structured approach, which is followed consistently, to improving literacy across the curriculum.

While the quality of teaching was good overall, inspectors observed teaching which was satisfactory and some which was outstanding. The most effective teaching was characterised by well-planned lessons in which teachers helped students effectively to make greater progress by ensuring that all students were challenged appropriately. In those lessons, learning activities were aligned closely to students' individual needs and academic targets. However, such good practice is not embedded fully across the school.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Outstanding leadership and management have helped to transform the school and its reputation in the local community. Senior leaders and the governing body are ambitious, as shown in the challenging targets they set for the school and in their plans for future developments. There is an awareness of where intervention is needed, effective strategies to support students' academic and personal development are being implemented, and there is a shared understanding of what needs to be done to improve the school. The school's specialism makes an outstanding contribution to raising attainment, improving provision and shaping the school's ethos. Strong management systems and systematic approaches help to explain the smooth way in which the school operates. In all those ways the leadership team has shown that it has the capacity to embed ambition and drive improvement.

Governance is good; the governing body takes an active role in the life of the school and uses its knowledge and experience well to challenge and support school leaders at all levels. Safeguarding arrangements are outstanding and the school makes sure that all staff are very well informed about child protection policies and procedures. The promotion of equality of opportunity and the tackling of discrimination are also outstanding, not least because mutual respect and enhancing the life chances of each student are at the heart of the school's principles. The school has an excellent

understanding of its own and the wider community and this ensures that its promotion of community cohesion is also outstanding.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	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	2

Sixth form

The school has developed a unique sixth form with bespoke arrangements to suit the needs of a very small number of students. Although the overall effectiveness of the sixth form is good, the quality of the care, guidance and support provided for students is exemplary. Students appreciate this greatly, as they do the personalised nature of the curriculum which is provided for them. They make a positive contribution to the school, for example as assistant coaches in the main school. Leaders evaluate the progress students make and appropriate intervention is provided for those who are identified as in danger of underachieving. Although students make good progress overall in their learning, they feel that more could be done to help them develop more effectively as independent learners.

These are the grades for the sixth form

Overall effectiveness of the sixth Form	2
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

A small proportion, around 13%, of parents and carers responded to the inspection questionnaire. One parent contacted the lead inspector via the inspection provider, and another parent submitted a letter along with the questionnaires. The vast majority of parents and carers are very positive in their responses to all questions. They are particularly positive about the school's actions to keep their children safe. A small number of parents and carers who responded added written comments. About a third of the comments were negative, but there were no common themes. Positive written comments, including the letter sent to the inspection team, were focused on

praising the school for the level of pastoral care, guidance and support which is provided.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carr Manor 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 119 completed questionnaires by the end of the on-site inspection. In total, there are 882 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	47	61	51	1	1	0	0
The school keeps my child safe	62	52	56	47	1	1	0	0
The school informs me about my child's progress	76	64	38	32	2	2	0	0
My child is making enough progress at this school	48	40	65	55	2	2	0	0
The teaching is good at this school	57	48	56	47	0	0	0	0
The school helps me to support my child's learning	44	37	69	58	3	3	0	0
The school helps my child to have a healthy lifestyle	39	33	69	58	3	3	0	0
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)	54	45	59	50	1	1	0	0
The school meets my child's particular needs	36	30	76	64	1	1	0	0
The school deals effectively with unacceptable behaviour	47	39	65	55	3	3	0	0
The school takes account of my suggestions and concerns	31	26	79	66	2	2	0	0
The school is led and managed effectively	59	50	56	47	2	2	0	0
Overall, I am happy with my child's experience at this school	63	53	54	45	0	0	0	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



21 October 2011

Dear Students,

Inspection of Carr Manor High School, Leeds, LS17 5DJ

On behalf of the inspection team, I would like to thank you for making us feel so welcome. We appreciate the time you spent talking to us greatly and we found your comments very helpful. As well as coming into lessons and looking at your work, we read the questionnaires completed by you and your parents and carers.

We came to the school to find out what was going well and what could be improved. We found that you attend a good school and that you enjoy coming to school where you feel very safe. You receive good teaching and you make good progress in your lessons, though some of you could make better progress and gain better results. The care, guidance and support you receive are outstanding, as is the leadership of the headteacher and other senior leaders.

Although your school is providing you with a good education, we know it can do better. Therefore, we have asked the headteacher, the governing body and your teachers to focus on a number of priorities which include making sure that:

- you have good reading, writing, speaking and listening skills
- you are given more opportunities in lessons to work as independent learners
- you are provided with learning activities by all your teachers, which match your needs and academic targets closely.

The headteacher and senior leaders are determined to improve your school and the teachers are working hard on your behalf. However, you have your part to play by working to the best of your ability. It is also important that you attend regularly and we have also asked the school to do all they can to improve your attendance further.

We enjoyed visiting your school very much and I would like to thank you once again for being so friendly and polite. I wish you all the very best for the future.

Yours sincerely

Michael Maddison
Her Majesty's Inspector

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