

# Crawshaw Academy

Robin Lane, Pudsey, West Yorkshire LS28 9HU

## Inspection dates

3–4 July 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, chief executive officer and governors are highly ambitious for the school. They have created an ethos of care and high expectations across the school. Leaders know their school well.
- Pupils make good progress across a range of subjects. Differences between the progress of disadvantaged pupils and their peers are reducing.
- Leaders place a high priority on pupils' academic success. They ensure that pupils are well prepared for their next steps in education, employment or training.
- Despite the overall quality of teaching being strong, there are some inconsistencies. Leaders are addressing areas where variability between subjects exists.
- Middle leaders support the work of senior leaders well. They have the ability to improve the quality of teaching and pupils' outcomes further.
- Teachers are supported effectively by their subject leaders and demonstrate good subject knowledge.
- Pupils are courteous and friendly. The very large majority of pupils enjoy their learning. This is supported by positive relationships between pupils and staff.
- Teachers' planning is effective because it takes account of pupils' needs and starting points. Tasks and learning opportunities engage pupils and help them to embed prior knowledge alongside learning new skills.
- Pupils' attendance has improved. Most pupils attend regularly. However, a higher proportion of disadvantaged pupils are regularly absent from school.
- Students in the sixth form have high aspirations. They benefit from good careers guidance and programmes that enhance their personal development. In those subjects where the school has total teaching responsibility, students' progress is broadly in line with that seen nationally.

## **Full report**

### **What does the school need to do to improve further?**

- Build upon the work of school leaders to improve the schools' overall effectiveness, by further embedding improvement strategies so that all groups of pupils, in all subjects, make strong progress.
- Reduce the number of disadvantaged pupils who are regularly absent from school.
- Continue to develop post-16 provision to further meet the needs of students and to ensure that all students attend well and make good progress.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders, with the support of the Red Kite Learning Trust, have been effective in instilling a caring and aspirational culture across the school. As a result of leaders' actions to instil high expectations, pupils display positive attitudes to learning. They are supported by teachers who are motivated, enthusiastic and well trained.
- All staff who responded to Ofsted's online survey are proud to work at the school. They feel well supported by senior leaders. They appreciate the good professional development opportunities within the trust. For example, teachers' practice has been strengthened through the training they have received on the mathematics curriculum.
- Leaders identify the school's strengths and its relative weaknesses accurately. Their work in securing improvement is understood by staff throughout the school. Leaders know that the outcomes for disadvantaged pupils need to continue to improve and they have taken steps to bring this about. Middle leaders are held to account. Changes are made to the curriculum and to teaching, based upon the needs of the pupils. As a result, outcomes are improving.
- Senior and middle leaders have introduced new approaches that are directly improving teaching, learning and assessment. For example, 'focus fifteen' encourages pupils to work independently on extended writing tasks and build their resilience. Leaders have implemented effective actions to make good use of time at the start of lessons.
- The culture of the school is very supportive to both pupils and staff. Leaders pay equal attention to the spiritual, moral, social and cultural development of pupils as they do to academic standards. They place high importance on preparing students for life in modern Britain by devoting curriculum time to important moral and social questions. This is particularly evident in humanities, for example, where pupils actively debate ethical and political issues.
- Pupil premium funding is used effectively to support those pupils who are entitled to it. Leaders have thought carefully about strategies that work for these pupils in the classroom and acted quickly to put such strategies in place. This is contributing to disadvantaged pupils making improving rates of progress. However, actions to improve the attendance of disadvantaged pupils have not been as successful.
- The literacy and numeracy catch-up funding is used effectively. Literacy and vocabulary teaching is evident across the curriculum for all pupils. Those with weaker literacy and numeracy are individually supported to improve their skills.
- Leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is effective. Leaders are knowledgeable about the identification, monitoring and support for pupils with SEND. Teaching assistants are deployed effectively to support those pupils who need additional help. As a result of leaders' actions, pupils with SEND are making improving progress over time.
- Most parents and carers hold positive views about the school. In response to Ofsted's online survey, Parent View, a very large majority would recommend the school to others.

## Governance of the school

- Governors have a secure understanding of the strengths and areas for improvement of the school. They hold high aspirations for pupils. They genuinely care about the school because they are part of the local community.
- Governors and trustees are well informed about the work of the school. This supports them in holding leaders to account and to support the headteacher in continuing the momentum for change and improvement.
- Governors have a strong understanding of their safeguarding responsibilities. They check that all staff are trained appropriately. They regularly monitor the effectiveness of safeguarding arrangements.

## Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding concerns are followed up diligently. Documents and records are maintained effectively. The caring ethos in the school supports a culture of safeguarding.
- Leaders and staff are particularly aware of safeguarding issues within the community. They work effectively with a range of external agencies to ensure that pupils and their families have access to support when needed.
- Checks and procedures for appointing new staff are thorough and effective.
- Almost all pupils spoken with during the inspection are knowledgeable about their own safety and the risks they may face. They are confident that staff would support them if they had concerns, and they know whom to speak to if they have a problem. Pupils told inspectors that they feel safe in school.

## Quality of teaching, learning and assessment

**Good**

- The very large majority of teachers have high expectations. Together with the good relationships seen in the classroom, this means that pupils learn in a calm and positive environment. Consequently, pupils are not afraid to make mistakes and to challenge themselves. It is typical for pupils to take part in discussions and to be keen to offer answers. As a result, their thinking is challenged more deeply and they successfully acquire new knowledge, skills and understanding.
- Teachers plan effectively. They think carefully about how to structure activities so that pupils of all abilities can achieve. For example, in a range of subjects, teachers carefully introduce key concepts and vocabulary in a logical sequence to enable pupils to secure their understanding. This helps pupils to write more knowledgeably and at greater length.
- Pupils have a well-developed understanding of what they need to do, across different subjects, to improve their work. Teachers' use of questioning is effective as they use their strong subject knowledge to encourage pupils to think more deeply about concepts and ideas. This was particularly evident in history and religious education. On

some occasions, however, the strength of teachers' use of questioning is not as consistently high.

- Leaders have prioritised literacy since the last inspection. Successful efforts to improve literacy and subject-specific vocabulary can clearly be seen in pupils' books and in teaching. Levels of literacy at the school are rising. The raised priority of literacy is having a particularly positive effect on the progress of disadvantaged students.
- Leaders have introduced new approaches to teaching which have improved pupils' learning throughout the school. For example, most lessons start with 'connect to learning'. This strategy encourages pupils to think about what they have learned previously, and how this will help them to understand more and to know more.
- In mathematics and English, most pupils are learning well. Most-able pupils are challenged particularly effectively in history, geography and religious education. Leaders are aware that on occasions, pupils are not challenged sufficiently in English and mathematics and are introducing strategies to improve this.
- Parents receive regular reports about their children from the school. Some parents said that they found the reports at key stage 3 to be too complicated. The school is responding to this by introducing a new, more concise reporting system. Homework is used regularly to extend and develop the work done in class.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils receive effective support on how to avoid and respond to the risks they may face online. Pupils speak enthusiastically about the 'curriculum for life' programme, which teaches them about health, careers, anti-bullying, gratitude and how to cope with stress.
- Pupils have a broad range of opportunities to develop their wider interests and their leadership skills. They are rewarded for positive behaviour and attendance. There is a strong cultural and sporting life at the school. Pupils and students participate in the arts and sport with enthusiasm. During the inspection, pupils in Year 7 were working enthusiastically to help to introduce Year 6 pupils to the school on their induction day.
- The vast majority of pupils are keen to do well and to attend regularly. Pupils' work in books is generally well presented. Pupils were keen to show their work to inspectors. In art, for example, every pupil in key stage 3 has at least one piece of work on display.
- Leaders have created an inclusive school where they seek to support students. Leaders understand some of the difficulties that pupils face at times in their life, and they carefully consider how to support pupils' emotional well-being. Bullying is infrequent and, where it does occur, pupils say that it is dealt with effectively.
- The very large majority of parents agree that their children are well looked after. One parent's view was typical of many when they stated, 'I have two children at this school,

both of whom have very different needs; the school has supported and encouraged each of them.'

## Behaviour

- The behaviour of pupils is good.
- Almost all of the time, pupils' conduct in lessons is good. Any low-level disruption is dealt with effectively and with good humour, both in the classroom and on the corridors. Pupils told inspectors that teachers and other staff are consistent in their application of the schools' behaviour system.
- Pupils' rates of attendance are improving, but remain below the national average. Leaders face challenges to improving rates of attendance as a result of a substantial number of pupils joining the school 'in year'. Many of these pupils arrive at the school with complex attendance histories which leaders are working hard to overcome. There is strong evidence that leaders, supported by the trust, are turning pupils' attendance in the right direction. In key stage 3, rates of attendance are higher as these pupils have fully benefited from stronger procedures and habits over time, away from the legacy of previous routines.
- In key stage 4, some entrenched attendance issues persist with a substantial minority of pupils. Persistent absentee rates for disadvantaged pupils and those with SEND remain higher than the national average. However, there are encouraging signs of improvement following leaders' actions.
- The use of fixed-term exclusion has declined in each of the previous three years and is now in line with the national average. The school has introduced new provision in school to support pupils at risk of exclusion. This has been effective in reducing exclusions.
- Pupils who access alternative education provision attend and behave well. There are good communications between the school and alternative providers and this ensures that pupils are safe and making good progress.

## Outcomes for pupils

**Good**

- Pupils' progress at the end of key stage 4 in 2017 was below the national average across a range of subjects. However, at the end of key stage 4 in 2017/18, almost all areas of the school improved. The progress of current pupils shows that their progress is continuing to improve.
- Pupils' progress at the end of key stage 4 in 2018 in English and science was in line with the national average. Pupils' progress in history, geography and religious education was above the national average. Although pupils' progress in mathematics remains below the national average, it is strengthening. The standard in modern foreign languages was significantly below the national average as a result of some turbulence in staffing. However, pupils' progress in this subject is beginning to improve.
- Pupils currently in school are making strong gains in their learning in English and mathematics. This is as a result of leaders' actions to increase staffing in these

subjects, to provide a good overall quality of teaching and to give pupils more individual support.

- Over time, disadvantaged pupils make significantly less progress than their peers. However, the school has taken effective steps to change this. Practical steps to improve disadvantaged pupils' study skills, confidence and memory skills are having a notable impact. In some areas, for example, English and mathematics, disadvantaged pupils make equally strong progress as their peers.
- A strength of the school is that pupils move on to credible destinations after school in education, training and employment. This is because the school has worked with local employers and considered the labour market and the skills that are required in the local area. Because of their effective approach to careers education and guidance, the school achieves meaningful destinations for all pupils.
- The small number of pupils with SEND are also making good progress as a result of the effective support that they receive.
- In 2018, the most able pupils achieved well, overall, including in English and mathematics.

## 16 to 19 study programmes

**Good**

- Leaders have high expectations of students in the sixth form. They use effective systems to monitor the quality of teaching. Leaders take care to plan and implement study programmes that meet the needs of students.
- The sixth form meets the Department for Education's 16 to 19 programmes of study requirements. In addition to the provision of qualification-based courses, leaders have ensured that students have access to a range of wider experiences in the sixth form to prepare them for life beyond school. For example, all students complete a work experience placement based on their career aspirations. They also make visits to Parliament and other appropriate institutions and places.
- Students who commence post-16 courses without having achieved a grade 4 or above in GCSE English or mathematics receive highly effective re-sit provision. As a result, students who re-take English and mathematics in the sixth form make progress that is well above that seen nationally.
- The proportion of students who go on to complete their courses is well above the national average. This is due to a large extent to leaders' well-planned study programmes and effective careers education, information, advice and guidance.
- Effective careers guidance, and strong links with local employers, also enable students in the sixth form to progress to good destinations after school. In each of the previous three years, students' progression to appropriate destinations has been above the national average and improving. Students' destinations include higher education, apprenticeships and employment. As a result of leaders' aspirations, a greater number of students have started applying to the most prestigious and competitive universities.
- Students are safe and feel safe. Their 'curriculum for life' programme prepares them well for life as an active citizen. Students spoke confidently about their knowledge, for instance, of radicalisation and extremism.

- Most students in the sixth form attend well. A small number of students, with complex circumstances, attend less well. Leaders are very aware of these circumstances and are working closely with these students to secure the best possible rates of attendance. Students who spoke to inspectors are unanimous that leaders have prioritised attendance and that good attendance is expected of them.
- Most of the subjects in the sixth form are taught as part of a sixth-form collaboration across three local schools, with much teaching shared between schools. As such, nationally published progress information is not helpful in evaluating rates of student progress at the school. For those subjects that are taught exclusively by the school, students' progress at the end of their courses in 2017/18 was broadly in line with the national average.
- Students currently in school make effective gains in their learning, which is strong in a majority of subjects. Frequently, over time, they have acquired a sound understanding of essential subject knowledge and skills. However, in some subjects, this is variable. Occasionally, students' subject knowledge over time is less certain and progress from their starting points not as strong.



## School details

Unique reference number	138304
Local authority	Leeds
Inspection number	10088923

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	989
Of which, number on roll in 16 to 19 study programmes	81
Appropriate authority	The board of trustees
Chair	Jim McHugh
Headteacher	Adam Daly
Telephone number	0113 532 3810
Website	<a href="http://www.crawshawacademy.org.uk/">www.crawshawacademy.org.uk/</a>
Email address	<a href="mailto:adam.daly@crawshawacademy.org.uk">adam.daly@crawshawacademy.org.uk</a>
Date of previous inspection	3–4 November 2015

## Information about this school

- Crawshaw Academy converted to become an academy in 2012. In 2017, it joined the Red Kite Learning Trust. School leaders account for school performance to a board of trustees. There is a local governing body with specific, devolved responsibilities.
- Crawshaw Academy is smaller than the average-sized secondary school.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with an education, health and care plan is below the national average.

- The school uses alternative provision at Oasis, West 11, West 14, Pupil Tuition Team, Southway and Hunslet Club.
- Post-16 teaching is delivered as part of a collaboration of three schools. Crawshaw Academy works with Co-op Academy Priesthorpe and Pudsey Grangefield School.

## Information about this inspection

- Inspectors visited a number of lessons covering all key stages. Some lesson visits took place with senior leaders. Inspectors also looked at a wide range of pupils' work across a range of year groups and subjects.
- Inspectors held discussions with three groups of pupils and with many other pupils informally during breaktimes and lunchtimes.
- Meetings were held with staff, including senior leaders and middle leaders, teachers and newly qualified teachers and support staff. A meeting was also held with five members of the governing body, the chief executive officer of the trust and the trust's school improvement adviser.
- Inspectors took account of the 75 responses to Ofsted's online questionnaire for parents, Parent View, the 47 responses to Ofsted's staff questionnaire and the seven responses to Ofsted's online questionnaire for pupils.
- Inspectors scrutinised a wide range of documentation provided by the school. This included information on pupils' attainment and progress, leaders' self-evaluation and development plans, school policies, and information about behaviour, attendance and safeguarding.

## Inspection team

Carl Sugden, lead inspector	Ofsted Inspector
Steve Shaw	Her Majesty's Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Tricia Stevens	Ofsted Inspector

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