

Balby Carr Community Sports and Science College

Inspection report

Unique Reference Number	106802
Local authority	Doncaster
Inspection number	336744
Inspection dates	25–26 November 2009
Reporting inspector	David Cox

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

Type of school	Secondary
School category	Community School
Age range of students	11–18
Gender of students	Mixed
Gender of students in the sixth form	Mixed
Number of students on the school roll	1,276
Of which number on roll in the sixth form	147
Appropriate authority	The governing body
Chair	Julia Cotterill
Headteacher	Martin Craig
Date of previous school inspection	January 2007
School address	Weston Road Balby Doncaster DN4 8ND
Telephone number	0845 3451629
Fax number	01302 310774
Email address	m.craig@balbycarr.doncaster.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0845 404045, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St. Ann's Square
Manchester M2 7LA

T: 0845 404045
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 37 lessons, held meetings with governors, staff and groups of students, and spoke with parents and external agencies at the students' progress review day which occurred on day two of the inspection. They observed the school's work and looked at school data on students' performance, records of the support provided to students and their progress, school plans, policies and procedures, including health and safety and risk assessments, 39 parental questionnaires, and questionnaires completed by staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of strategies to improve standards and achievement, particularly in English and mathematics
- the effectiveness of strategies to ensure that the 2009 improvement in student outcomes is set to continue, with a focus on standards, achievement and attendance
- whether leaders at all levels are effective in bringing about and sustaining improvement.

Information about the school

This is an above average size school. A broadly average proportion of students is from minority ethnic groups and an average proportion speaks English as an additional language. The proportion of students with special educational needs and/or disabilities is well above average. The proportion of students eligible for free school meals is above average. The school has sports as its specialism and science as a second target subject resulting from re-designation in 2007. The school operates a school within a school known as the 'Satellite School' for those students who are in danger from disengaging from education. The school holds a number of awards, including Sports Mark, Healthy Schools, Careers Education and Guidance Quality Mark and is a consultant school on initial teacher training with Sheffield Hallam. The school is working towards a Lead Parent Partnership Award. More than 40% of staff are new to the school in the last two years.

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

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school that is clearly improving. It is well regarded in the local community and parents think well of it. One parent's view, shared by the inspectors, is that 'all staff are very friendly, approachable and professional'. As a result of the good care, guidance and support they receive, students feel safe, secure and proud of their school.

The skilful and enthusiastic headteacher and leadership team have a passion for improvement. Accurate self-evaluation provides senior leaders with a clear view of what works well and areas for development. The school has broadened its curriculum, particularly in Key Stage 4, to ensure it is relevant to the needs and aspirations of students. As a result, examination results rose significantly in 2009. Students are happy at school. Attendance is rising rapidly and is now broadly average. The systematic approach to improvement supports the view that the school has a satisfactory capacity to sustain further improvement.

Students' achievement is satisfactory. Standards have risen and are just below the national average overall. Students' progress by the end of Key Stage 4 improved in 2009 and is now satisfactory as a result of better teaching and learning. An above average proportion of students leaves school with GCSE and/or vocational qualifications at the highest levels, although the proportion of students who attain Level 2 qualifications in English and mathematics is below average. The quality of teaching in Key Stage 3 is satisfactory. However, there is not enough focus on improving students' literacy and numeracy skills and the curriculum does not always engage students effectively. As a result, progress in Key Stage 3 is inconsistent.

The work of the 'Satellite School' is a major strength. It is very effective in providing for those students who might otherwise have dropped out of education altogether. This has not only contributed to the reduction in permanent exclusions but has also had a positive impact on the learning climate throughout the school.

At middle leader level, monitoring, evaluation and the application of school policies are inconsistent and, in some instances, lack rigour and challenge. This is one factor for the variation in the quality of teaching and learning observed in Key Stage 3.

The effectiveness of the sixth form is good. Vocationally-related learning is a particular strength which helps to boost students' preparation for the next stage of their education.

What does the school need to do to improve further?

- Raise standards in English and mathematics by ensuring that:
 - the quality of teaching and learning is consistently good or better
 - the curriculum at Key Stage 3 has a greater emphasis on literacy and numeracy skills and engages students more actively in their learning.

- Raise the quality of teaching and learning by:
 - improving the quality of monitoring and evaluation by middle leaders
 - implementing whole-school policies and initiatives consistently.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of students

3

When students start school, their skills and knowledge are just below the expected level for 11-year-olds, although many display poor reading skills. Specially adapted reading programmes enable students to make good and often outstanding progress with their reading. Standards in sport are very high as a result of the excellent programmes provided through the sports college status. Strategies to improve standards in science have been very successful and a well above average proportion of students gains higher grades. These strategies have been less successful in English and mathematics, partly as a result of the school not being able to recruit good quality staff. However, lesson observations during the inspection and the school's own analysis of teaching show that recent improvements to staffing and leadership are now ensuring that students are making better progress in these subjects. Students with special educational needs and/or disabilities make satisfactory progress and an increasing number leave the school with vocational or work-related qualifications. Students with English as an additional language make similar progress to their peers. Students attending the 'Satellite School' make outstanding progress in both their academic and social development because of the excellent support provided by staff.

Behaviour and attitudes to learning have improved and are satisfactory although, where teaching is inadequate, students are easily distracted and minor disruption occurs. Students enjoy school and appreciate the many enrichment activities. Enterprise activities are popular and provide students with active learning experiences that prepare them satisfactorily for the next stage of their education or the world of work. Students have a good awareness of how to lead healthy lifestyles because of the high quality sporting activities provided. They make a strong contribution to the local and wider community through being ambassadors for sport. They engage effectively with people from different ethnic and socio-economic

backgrounds. Students' cultural awareness is developed well through the good provision for performing arts.

These are the grades for students' outcomes

Students' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Students' attainment	3
The quality of students' learning and their progress	3
The quality of learning for students with special educational needs and/or disabilities and their progress	3
The extent to which students feel safe	2
Students' behaviour	3
The extent to which students adopt healthy lifestyles	2
The extent to which students contribute to the school and wider community	2
The extent to which students develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Students' attendance	3
The extent of students' spiritual, moral, social and cultural development	3

How effective is the provision?

There is variation in the quality of teaching, with better teaching taking place in Key Stage 4 and at post-16. In lessons observed in Key Stage 4, planning was thorough and based on a good knowledge of students' needs. Explanations were clear, expectations high and learning brisk. Skilful questioning helped students to improve their understanding. For example, in a Year 8 food technology lesson, the teacher pressed students for a detailed explanation of how flour is produced in order to develop students' thinking. In Key Stage 3, planning does not always take enough account of ongoing assessment and students' differing needs and some teachers do not give students sufficient opportunity to improve their learning through discussion or active self-evaluation.

The curriculum in Key Stage 4 has been adapted to better meet the needs of students. This includes a good range of courses that are delivered in collaboration with other providers. For example, there is a strong partnership with the City Learning Centre which has allowed the introduction of Media Studies at Key Stage 4. The curriculum is helping to raise students' aspirations and improve attendance. This was shown in a recent survey, where the majority of students stated that they were aiming for a university place. The sports college specialism is helping to spearhead the raising of standards across the board, for example, through sports lessons with a strong literacy and numeracy focus. In Key Stage 3, provision for Year 9 students has improved. The school has responded well to parents' and students' opinions by creating choices of courses on offer, all leading to recognised qualifications. The curriculum for Years 7 and 8 is not adapted well enough to meet the needs of all students' abilities. The weaving of basic literacy and numeracy skills into other subjects is a weaker element.

Highly committed staff provide well targeted care and support to meet the needs of students. Arrangements for supporting vulnerable students are good and the school is successful in helping these students to overcome any barriers to their education.

Students feel confident in having someone to turn to when they experience problems. Very close work with families, and good relationships with a wide range of outside agencies build up warm and trusting relationships.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's inspirational leadership, clear vision and drive for enabling all students to achieve are shared by students, staff and the local community. Effective systems of school self-evaluation form the basis for identifying weaknesses and challenging improvement targets are set. Clear lines of accountability have been established through the restructuring of the leadership team to reflect a greater focus on teaching, learning and achievement. The quality of the leadership of middle managers remains variable, although there are considerable strengths in subjects such as physical education, science and technology. Monitoring and evaluation are not always rigorous enough to alleviate the inconsistencies evident in teaching and learning. The specialist sports college element is led very effectively and initiatives have made a major contribution to pushing up standards in many areas of the school. Whilst the governing body supports the school well, their role in school self-evaluation is less well developed.

Parent groups, questionnaires and e-mails make sure there is a good dialogue between parents and school. The school works well with external partners to extend its provision in order to promote good equality of opportunity. Using sport as a tool, the school is effective in engaging students from different backgrounds and young people at risk of exclusion. The school deals with any instances of discrimination well. Arrangements for health and safety and the safeguarding of students are robust, reviewed regularly and in line with current government requirements. Community cohesion is promoted well. The sports college community work has had a positive impact in the wider community by engaging parents in life-long learning and bringing together groups within the community who do not traditionally mix to share positive experiences through sport.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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	3

Sixth form

Students enter the sixth form with below average standards and attainment when they leave is broadly average. The 2009 data for A levels indicate good progress overall and there were clear strengths in applied information and communication technology, business studies, religious studies and sport. As a result of better teaching, results for Year 12 students at AS level were much improved on the previous year and English results, in particular, indicated good progress. During the inspection, standards observed in lessons were broadly average, including in English and mathematics, and progress was good. Students develop good personal skills. They are punctual to lessons, take responsibility for their own learning, are good role models and provide strong support for other students in school and the wider community. A high proportion of students complete their chosen courses and the vast majority goes on to training or employment. Many have ambitions to go into higher education.

Provision is rooted within a rich curriculum which offers a wide range of academic and vocational courses. The graduate certificate programme is highly valued by students and enhances their personal development well. Teaching is good across the curriculum. Expectations are high and students learn so well because their independent learning skills are developed effectively. Students are cared for consistently well. They receive good advice on how to improve and say that staff look after them well. Leadership is good. It has ensured improved teaching in weaker areas and has overseen the extensive expansion of the sixth form.

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

Most parents who responded to the questionnaire were positive about the education their children receive. A number of parents wrote complimentary comments about the care and support given to their children. A few parents felt that the school did not deal effectively with poor behaviour, but inspectors found no evidence to support this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students' registered at Balby Carr Community Sports and Science College 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 **39** completed questionnaires by the end of the on-site inspection. In total, there are 1,276 students' registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	50	17	50	0	0	0	0
The school keeps my child safe	15	44	18	53	1	3	0	0
The school informs me about my child's progress	20	59	11	32	2	6	0	0
My child is making enough progress at this school	19	56	13	38	0	0	1	3
The teaching is good at this school	13	38	18	53	1	3	0	0
The school helps me to support my child's learning	10	29	21	62	2	6	0	0
The school helps my child to have a healthy lifestyle	9	26	21	62	3	9	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)	19	56	14	41	1	3	0	0
The school meets my child's particular needs	13	38	20	59	1	3	0	0
The school deals effectively with unacceptable behaviour	15	44	14	41	3	9	2	6
The school takes account of my suggestions and concerns	12	35	17	50	2	6	0	0
The school is led and managed effectively	16	47	15	44	3	9	0	0
Overall, I am happy with my child's experience at this school	17	50	15	44	2	6	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 students' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its students well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its students'.
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 students'. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a student in their learning, development or training.
Attainment:	the standard of the students' 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 students acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>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 students.■ The quality of teaching.■ The extent to which the curriculum meets students' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress	the rate at which students are learning in lessons and over longer periods of time. It is often measured by comparing the students' attainment at the end of a key stage with their attainment when they started.



29 November 2009

Dear Students

**Inspection of Balby Carr Community Sports and Science College,
Doncaster, DN4 8ND**

First of all, I would like to thank you for making us feel so welcome and for telling us about your school. As a result of the inspection, I judged yours to be a satisfactory school. Changes to the curriculum in Key Stage 4 are providing you with more opportunities to succeed and you make satisfactory progress with your studies. Your attainment is just below the national average, although you are less successful in English and mathematics. The quality of teaching is satisfactory overall.

The school's arrangements to keep you safe are good and I agree with your view that you are well cared for in school. The headteacher and other leaders are constantly working to make things better for you. The provision for sport is outstanding. Those of you who attend the 'Satellite School' receive excellent support.

Many more of you are now choosing to attend the good sixth form. The wide range of courses meets your needs well. You are cared for well and develop as mature young adults who make good progress and attain broadly average standards.

I have asked the headteacher and leaders to focus on improving some things to help you reach higher standards. Those staff who check how well you are doing need to do so more rigorously and to ensure that school policies are implemented consistently. Teaching in English and mathematics needs to be better and you need to be given more opportunities to improve your skills in literacy and numeracy. As some of the younger students told us, the curriculum needs to be more interesting. I hope you will make sure that you support any changes that are made.

I wish you and the school all the very best for the future.

Yours faithfully,

David Cox
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0845 404045**, or email enquiries@ofsted.gov.uk.