

Carlton Bolling College

Undercliffe Lane, Bradford, West Yorkshire BD3 0DU

Inspection dates

14–15 October 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Outcomes in English across the school are not good enough. Systems and procedures in English are insufficiently rigorous to ensure that students make good progress.
- Progress in some English lessons and over time is too slow. As a result, students are unable to make up for past underperformance in English.
- Leaders do not analyse and evaluate information about students' progress sufficiently rigorously to identify which groups of students are underachieving in different key stages and subjects.
- In nearly all subjects, and in all year groups, boys do not make as much progress as girls.
- Students in the sixth form who need to improve their GCSE grade in English or mathematics have not been taught well.
- The quality of teaching is variable. In particular, teachers do not always plan appropriate learning to challenge the most able, or help students who need to catch up.
- The behaviour of a small number of students is not consistently good in lessons and around the college.

The school has the following strengths

- The headteacher has a clear vision and ambition for the school, which are shared by staff.
- Trust and relationships among the staff community have improved. As a result, staff morale is high and staff turnover is very low.
- Governance has improved through the work of the interim executive board (IEB).
- Parents and students hold very positive views of the college.
- The quality of teaching, marking and feedback are improving.
- Attendance has increased and persistent absenteeism has reduced.
- Personal development and welfare are effective. The college cares very well for its students.
- The work of the college to promote British values and protect students from radicalisation and extremism is a considerable strength.
- Students' progress in mathematics is good and progress is improving in many subjects.
- Outcomes in the sixth form are improving.

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Raise achievement in English; of boys; and of the most able by:
 - stabilising the leadership in the English department
 - increasing the consistency in the quality of teaching across the college
 - sharing good practice in planning learning activities which challenge the most able and support those learners who need to catch up
 - ensuring high levels of engagement in all lessons, and reducing low level disruption, by consistently matching learning to the needs of students
 - analysing and evaluating the progress of students in a more rigorous and sophisticated way.
- Ensuring the handover from the IEB to the shadow governing body is seamless in helping new governors to provide sufficient challenge to college leaders.
- Build on the improvements in the post-16 study programme so:
 - all students have the opportunity to undertake work experience relevant to their needs
 - more students without grades A* to C in GCSE English and mathematics make progress towards grade C.

Inspection judgements

Effectiveness of leadership and management

requires improvement

- The headteacher provides strong leadership. His passion for improvement pervades the work of the college and has resulted in an impressive shift in the views of staff and parents about the college, which are overwhelmingly positive. Staff say they are keen to continue to work at the school, and an increased number of applicants to new posts has resulted in recruitment of high-quality staff for September 2015.
- Senior and middle leadership has improved. Leaders are increasingly holding teachers to account for the quality of their teaching and the progress of their students. As a result, the quality of teaching and outcomes for students are improving. However, there has been insufficient impact on the quality of teaching and the outcomes for students in English.
- Information about the progress of students is not analysed and evaluated systematically enough by leaders at all levels. There has been no analysis of the progress made by disabled students or those who have special educational needs, or by the most able.
- The leadership of teaching and learning is purposeful and comprehensive. The programme for professional development is bespoke to the needs of each teacher. The induction of newly qualified and new teachers is effective. This impacts positively on the development of teachers' skills and knowledge.
- There are systematic processes and procedures in place to monitor the quality of teaching and students' work through regular monitoring by middle leaders. This means help can be provided quickly to support and challenge teachers whose practice is not yet good.
- The performance management system is closely linked to the quality of teaching and students' progress. However, some targets for teachers do not reflect the need for students to make more than expected progress. A new online system has been introduced to encourage teachers to be reflective of their practice. The impact of improved performance management systems is seen in students' outcomes and the improvements in the quality of teaching, and marking and feedback. Only teachers who meet their performance management objectives receive pay increases.
- The curriculum has improved to allow students to complete courses appropriate to their needs and enable them to make good progress towards their next steps in education or employment. The full impact of these improvements is yet to be seen.
- There are numerous extra-curricular activities in the 'Stretch' programme after school, including the opportunities for extra help and revision, sport and fundraising. The impact of extra help and revision can be seen in the improvements in outcomes for disadvantaged students. Extra-curricular activities for students in the college who are new to English are particularly well attended and have a positive impact on the students' acquisition of the English language.
- The work of the college to prepare students for life in modern Britain and protect them from radicalisation and extremism is effective. A series of hard-hitting assemblies inform students of important issues, such as the dangers of extremism and stereotyping. The college has run 'GOT' (getting on together) training for students which has helped students to value each other's similarities and differences. Teachers are confident to discuss issues which affect people of different faiths in tutor time and in lessons. For example, in a science lesson students were discussing the use of stem cells from embryos from the perspective of their faith and beliefs. The impact of this work is the harmonious and respectful ethos which exists in the college. The impact of the work on radicalisation and extremism has been recognised and reported by national and international media.
- The extra-curricular activities and the work on British values, coupled with opportunities to enjoy art and music, contribute strongly to the development of spiritual, moral, social and cultural learning. Consequently, students of different cultures and beliefs work and socialise well together. Students are very proud of their college.
- Pupil premium funding is beginning to have a positive impact on students' learning where it is being used to reduce class sizes and to allow staff to spend more time with students who need extra assistance. However, the school's assessment of the impact of pupil premium spending is a list of actions, rather than an analysis and evaluation of the impact on students' progress. Year 7 catch-up funding is used to provide extra help in literacy and mathematics. In literacy, specialist resources for reading and literacy packs, which include guidance and prompts, are being used by teachers and students to help develop students' basic skills. Analysis of progress information for students who access extra help shows most students make expected progress, and many make more than expected progress, in English and

mathematics, across Year 7.

- The local authority has provided good support and challenge to the college since June 2014. The Chair of the IEB is a local authority representative. The IEB has been held to account for their action plan for improvement by a monitoring board chaired by the Assistant Director for Education in Bradford. The impact of the IEB and the monitoring board can be seen in the improvements in the college. Consultant support for the humanities faculty has resulted in better quality teaching and improved outcomes for students.

- **The governance of the school:**

The IEB provides strong governance. IEB members have focussed their challenging questions for senior leaders on the areas for improvement identified in the last section 5 inspection. As a result, the quality of teaching and students' outcomes have improved and attendance has risen.

The IEB members discuss the impact of pupil premium spending at every meeting. The impact of this challenge is the reduction in the gaps between the progress of disadvantaged and other students. The college's records of attainment for the 2015 GCSE examinations suggest disadvantaged students have attained more highly than their peers in triple science, additional science and geography.

A review of governance has been completed and as a result of that, and the advice of the National Leader of Governance, a new shadow governing body has been formed. This shadow governing body will meet with the IEB for the first time in November. The new members of the governing body have an appropriate range of knowledge and skills, including in education. However, the effectiveness of this group has not been tested.

- The arrangements for safeguarding are effective. The college meets the statutory requirements for safeguarding. All staff are trained in the principles of keeping children safe. The college works effectively with external agencies, including those involved in 'Prevent'. Appropriate referrals are made to social care and those students referred are tracked carefully. There is bespoke provision for students at risk, for example of sexual exploitation and from drug use. Attendance officers track students missing from education tenaciously.

Quality of teaching, learning and assessment

requires improvement

- The quality of teaching has improved. However, the quality of teaching is not consistently high enough to ensure good progress for all groups of students in all subject areas, particularly in English.
- The impact of additional adults on students' learning is variable. Where the impact of additional adults is strong they use purposeful questioning to support the understanding of students. However, sometimes additional adults are not engaged in helping students make progress, but in distributing resources.
- Where the quality of teaching and learning are strong, teachers have good subject knowledge and use this knowledge, together with information about the progress of their students, to plan learning that challenges the most able and supports those who need to catch up. Effective questioning helps teachers to assess students' understanding during the lesson, so activities can be modified appropriately. Teachers share their high expectations for the quality and quantity of students' work. As a result, students work hard to meet those expectations. Consequently, students make very good progress in their lessons and over time. When the work set for students is too easy or too hard, progress is slow and engagement of students in their learning is poor.
- Marking and feedback have improved. The majority of teachers are making good use of the 'feed forward assessment policy', in which students are required to respond to teachers' marking to practise a skill or develop their learning. Very strong practice in marking and feedback was seen in mathematics lessons during the inspection. Students use self-assessment to evaluate their own progress and peer assessment to judge the progress of their classmates. The impact of this effective assessment is seen in the strong progress in mathematics across the college.
- Homework is provided regularly to consolidate the learning of students.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The college's work to promote students' personal development and welfare is good.
- All students say they feel safe. Key Stage 5 students say the care and support they received for their physical and emotional well-being lower down the college is a key reason why they chose to stay on in the sixth form.
- Students are taught well about how to keep themselves safe, including explicit teaching about radicalisation, in all year groups. They understand very well the importance of safety when using the internet.
- Students say there is little bullying, but that when it does occur there is someone to talk to and it is dealt with effectively. Older students say the incidents of bullying, including homophobic bullying, have reduced dramatically in the last few years.
- In the majority of lessons, students' self-confidence is being promoted using paired and group work, which develops their communication skills. Students say it encourages quieter students to speak in lessons.
- Throughout the school, impartial careers guidance is provided to students who have a good understanding of the opportunities available to them for employment, apprenticeships and higher education. The impact is that very few students leaving the college are not in education, employment or training.

Behaviour

- The behaviour of students requires improvement.
- Behaviour and attitudes have improved strongly since the last section 5 inspection. The behaviour of the majority of students is calm and orderly in lessons and at break and lunchtimes. However, a small minority of students misbehave in lessons and disrupt the learning of others. This poor behaviour is more common when the learning does not match the needs of the students. Students say behaviour is good when the school's behaviour policy is fairly and consistently applied.
- Rewards for good behaviour and attendance motivate students.
- Attendance has improved and is now closer to the national average. Persistent absence has reduced significantly and is now in line with the national average. This is the impact of rigorous procedures to monitor attendance and the highly effective work of the attendance officers since January 2015.
- Punctuality to school and to lessons has improved.
- There have been no permanent exclusions and the number of fixed-term exclusions has fallen so the number is in line with the national average.
- A key strength in the work to improve attendance and behaviour has been the detailed analysis and evaluation of attendance and behaviour of groups of students by leaders, resulting in effective and well-targeted action.

Outcomes for pupils

require improvement

- In 2014, the proportion of students attaining five grade A* to C, including English and mathematics, was below the national average. The college's own information suggests that the proportion of students attaining five grade A* to C including English and mathematics has fallen slightly since 2014.
- The college's progress information shows the proportion of students gaining a grade C or better in English has declined in 2015 and remains well below the national average. The proportion of students gaining a grade C or better in mathematics in 2015 remains the same as in 2014 and is below the national average. However attainment in history, French, information technology, and science has risen in 2015.
- In mathematics, the proportion of students making expected progress from their starting points at Key Stage 4 in 2014 was significantly above the national average. Information from the college shows this continues to be the case, with a bigger proportion of students making more than the expected progress in mathematics at Key Stage 4 in 2015. The proportion of students making expected progress from their starting points in English was in line with the national average in 2014. Information from the college shows the proportion of students making expected and more than expected progress in English has fallen in 2015. However, this progress information is unvalidated and the college has applied for a number of examination papers to be remarked.

- The college's own progress information and observations made during the inspection show progress in English is not good enough. However, progress across the college in mathematics is good as a result of high quality teaching and assessment.
- Girls outperform boys in most subjects and all year groups. Senior leaders accept they have not done enough in the past year to raise the performance of boys.
- In 2014, attainment of disadvantaged students at Key Stage 4 in English and mathematics was below that of their peers and that of non-disadvantaged students nationally. In 2015, the gaps between disadvantaged and non-disadvantaged students stayed the same in mathematics. In English, the gap narrowed partly because the achievement of disadvantaged students improved, but also because the achievement of non-disadvantaged students fell. The picture in the college is much more positive, especially at Key Stage 3. This is because improving the achievement of disadvantaged students is a principal focus for the college, and students who benefit from the pupil premium funding are known to their teachers.
- Disabled pupils and those who have special educational needs are not making good progress from their starting points in both English and mathematics. Allied to this is the fact that the college is not monitoring the progress of this group of students closely to ensure that they get the support they need to make better progress over time. Overall, these students are not achieving as highly as other students either in the college or nationally.
- The most-able students are not being consistently challenged well enough across the curriculum to achieve highly and make better than expected progress. These students are not receiving the attention they deserve. This is partly due to the fact that teachers do not take into account their starting points when planning learning.
- The college's progress information suggests Key Stage 3 students are making better progress. This is because there is a greater focus on achievement in Year 7 and Year 8. However, progress varies across and within subjects because of the variability in the quality of teaching.

16 to 19 study programmes

require improvement

- The raising standards leader for the sixth form has taken rigorous action to monitor outcomes in the sixth form. As a result, progress in both academic and vocational courses studied in the sixth form has improved.
- The progress of students studying academic courses at A Level was well below the national average in 2014. Information provided by the college suggests the progress at A Level is in line with the national average in 2015. Progress of students studying vocational courses is significantly better than the national average.
- Attainment at A Level in 2014 was significantly lower than the national average and the college's own information suggests that, although attainment has improved, it remains below the national average in 2015. Attainment for vocational courses has improved and continues to be well above the national average.
- Both the drive for improvement and high expectations have resulted in better attendance, punctuality and behaviour in the sixth form. Students say they feel safe and recognise the impact of the work to keep them safe. They say they chose the sixth form because of the support provided by their teachers. Students entering the sixth form from other schools are made to feel very welcome. All of the students spoken to say they would recommend the sixth form to others.
- In the past, students have been recruited onto courses that did not meet their needs. As a result, retention between Year 12 and Year 13 has been low. The college does not monitor the destinations of students who leave at the end of Year 12, either because they have been taking unsuitable courses or because they have completed Level 2 courses. The recruitment process has been tightened this year. It is too soon to see the impact of this.
- The quality of teaching is improving in the sixth form. Students speak very highly of the teaching and support they receive. However, over time the provision of teaching in English and mathematics for students who have failed to gain a grade C or better at GCSE has been poor. Students and teachers have not valued the lessons. Consequently, very few students have improved their grades in English and mathematics. The quality of teaching for these students has improved this term, but it is too soon to see the impact of this.
- Students who study health and social care complete appropriate work experience. However, for other

students work experience is not planned, and while many undertake work experience it is ad hoc and not necessarily relevant to their study programme.

- Students in the sixth form have opportunities for extra-curricular activities, including the Duke of Edinburgh Award and supporting and mentoring younger students. Some also undertake a progression module to assist them with access to university. It is too soon to see the impact of this module.
- Careers advice and guidance is effective. As a result, the proportion of learners in education, employment or training at the end of Year 13 is in line with the national average. Many students aspire to go to university and do so successfully.

School details

Unique reference number	107413
Local authority	Bradford
Inspection number	10005213

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1500
Of which, number on roll in 16 to 19 study programmes	310
Appropriate authority	The interim executive board
Chair	Yasmin Umarji
Headteacher	Adrian Kneeshaw
Telephone number	01274 633111
Website	www.carltonbolling.co.uk
Email address	a.kneeshaw@carltonbolling.co.uk
Date of previous inspection	20 June 2014

Information about this school

- Carlton Bolling College is a much larger than average secondary school.
- More than half the students are known to be supported by the pupil premium (additional funding to support the learning of students known to be eligible for free school meals or looked after by the local authority). This is nearly twice the national average.
- The majority of students are of minority ethnic heritage. The largest group of students are of Pakistani heritage, with Bangladeshi students making up the second largest group. A small, but increasing, minority of students are of Eastern European heritage, some of whom are new to the English language.
- The proportion of students who are disabled or have special educational needs is higher than the national average.
- The school meets the government's floor standard, which sets out minimum expectations for students' attainment and progress.

Information about this inspection

- The inspection was the fourth monitoring visit of a school in special measures under section 8 of the Education Act 2005. It was subsequently deemed a section 5 inspection as a result of improvements seen in the school on the first day of the inspection.
- Two additional Her Majesty's Inspectors joined the inspection team on the second day.
- Inspectors observed 34 part-lessons, three of which were observed jointly with members of the senior leadership team. Inspectors also made shorter visits to lessons and tutor time and attended assemblies. One inspector conducted a walk around the college with the headteacher, observing short periods of teaching and learning in a large number of classes.
- Meetings were held with the headteacher, other senior and middle leaders, and a group of staff. Discussions were also held with the Chair of the Interim Executive Board and a representative of the Bradford Partnership, a partnership of Bradford secondary schools that work together to support improvement in the schools.
- Inspectors spoke formally to students in meetings and informally at break and lunchtime.
- The inspection team looked at documents provided by the school including: the college's self-evaluation and its improvement plans; safeguarding documents and those relating to attendance and behaviour; student progress data; records of monitoring the quality of teaching; minutes of the interim executive board.
- Inspectors took account of 61 responses to the staff questionnaire. There were too few responses to the online Parent View questionnaire for inspectors to take account of their views. However, inspectors conducted an analysis of the school's own parent questionnaires.

Inspection team

Helen Lane, Lead Inspector	Her Majesty's Inspector
Michael Maddison	Ofsted Inspector
Fiona Dixon	Ofsted Inspector
Lesley Butcher	Her Majesty's Inspector
Susan Hayter	Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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