

Salendine Nook High School

New Hey Road, Huddersfield, West Yorkshire HD3 4GN

Inspection dates 11–12 February, 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, the headteacher has effectively driven improvements in the quality of teaching. As a result, pupils are now making good progress in most subjects.
- Senior and most middle leaders use pupils' performance information well to check carefully their progress, and provide additional help to any pupils falling behind.
- Governors have improved their working practices, and show high ambitions for the school. They provide school leaders with a good balance of challenge and support, and are making a good contribution to the school's continuous improvement.
- Teaching across the school is now good. Generally, teachers prepare activities that motivate pupils, and help them make good progress.
- Pupils behave well in lessons and around school. The vast majority enjoy coming to school, attend regularly and are eager to learn.
- Pupils feel safe in school and know how to keep themselves safe in different situations.
- The promotion of pupils' personal development and welfare is good. Pupils benefit from a wide range of visits, extra-curricular experiences and enterprise activities. These opportunities underpin their good spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Outcomes in some subjects, including science, are not as strong as in the best-performing subjects.
- In a minority of lessons, mainly in science, teaching does not challenge all pupils to learn well, especially the most able. This slows their learning.
- Gaps in the progress made between disadvantaged pupils and their peers, in some years, have still not closed sufficiently in mathematics.
- Some middle leaders do not always hold their colleagues to account with enough rigour to ensure that pupils make consistently at least good progress.

Full report

What does the school need to do to improve further?

- Enhance pupils' outcomes further, by improving teaching even more, and especially in science, by:
 - ensuring that planned activities develop sufficiently the full range of subject-specific skills to enable pupils, especially the most able, to make more rapid progress
 - ensuring that all teachers check more carefully the progress pupils make in lessons, adjusting work accordingly to meet their needs
 - ensuring that all middle leaders rigorously enforce the school's marking and assessment policy, so that pupils know exactly how well they are doing, and receive feedback that helps them to improve further their work.

- Close further the gaps between disadvantaged pupils and their peers, in a small proportion of mathematics classes

- Hone further the skills of some middle leaders, by:
 - supporting them to identify more precisely the rates of progress all pupils are making in lessons and in their work, over time
 - raising their expectations and heightening their confidence in holding all members of their teams to account for consistently good and better teaching.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and other school leaders, including governors, have driven forward many improvements since the previous inspection. They have tackled successfully previously weak teaching, and are determined to continue their journey of improvement.
- Staff are proud to work in the school, and their morale is strong because senior leaders involve them in contributing to the ambition to improve continuously the school's performance.
- Senior leaders provide teachers, and other staff, with bespoke professional development opportunities, both in-house and externally. Commissioned support, particularly from the Pennine Teaching School Alliance, has contributed well to improvements made in overall teaching quality.
- The headteacher has also tightened appraisal systems, and these have an increasingly sharper focus on improving teachers' expertise and raising standards of achievement. As a result, the quality of teaching and pupils' outcomes have improved and are now good.
- Most middle leaders, including subject and year leaders, rigorously and regularly check on the quality of teaching. Where teaching is not good enough, a programme of support and development is generally put in place so that improvements are achieved in a timely manner.
- Not all middle leaders are equally confident, or rigorous, in identifying shortfalls in pupils' progress in lessons, and in their work over time. Not all have equally high expectations in holding colleagues sufficiently to account for at least good-quality teaching, learning and assessment. As a consequence, there are still some inconsistencies in the proportion of good and better teaching in a minority of subjects.
- Whole-school assessment arrangements are robust. They enable leaders to track effectively pupils' progress over time. Regular checks ensure that most pupils who are not doing as well as they should, are quickly identified. Additional support is successfully put in place, in most cases, to help these pupils to make better progress. This demonstrates leaders' strong commitment to promoting equality of opportunity for all pupils.
- All adults tackle any rare instances of discriminatory or prejudiced behaviour rigorously and successfully. These actions underpin the school's strong sense of community and its positive environment.
- The curriculum meets well pupils' needs and aspirations. An appropriate range of academic, and some vocational, courses ensures that pupils have equality of access and opportunity. Most pupils therefore achieve well, and all continue into either education, training and/or employment when they leave school.
- The vast majority of pupils follow a short course in religious education. This experience helps to develop pupils' good all-round appreciation of British values, including respect and tolerance for people from different backgrounds, faiths and cultures. Leaders work successfully to promote a school environment in which pupils from a large number of different countries relate harmoniously with one another.
- There is a wealth of extra-curricular activities on offer, including a plethora of sporting, musical and performing arts challenges and events. Visits overseas, including charity work in Morocco and India, links with a school in Nigeria, mock elections to develop an understanding of the political system, British law and democracy, all promote pupils' personal development well.
- Pupils' spiritual, moral, social and cultural development is good. Pupils are well prepared for life in modern Britain. During tutor time pupils discuss the news and are therefore well informed about current affairs. Weekly personal, social, health and citizenship lessons underpin pupils' good understanding of the importance of a healthy lifestyle, and provide them with valuable advice about emotional and mental well-being. In addition, pupils are well informed about community cohesion and issues surrounding extremism and radicalisation.
- Leaders work well with off-site providers to support a very small minority of pupils who require some alternative provision to meet best their individual needs. Leaders check pupils' attendance and that the provision provides a safe learning environment for the pupils who attend. These arrangements help pupils to become more successful learners.
- Leaders use the Year 7 catch-up funding (additional government funding for pupils who did not reach the expected levels in English and mathematics at the end of Year 6) well. Last year, the additional support helped the large majority of supported pupils to make good progress in reading, spelling and mathematics.
- Leaders' use of pupil premium funding (additional money to support pupils who are known to be eligible

for free school meals, and children looked after by the local authority) has helped to improve outcomes for disadvantaged pupils over time. The school's information shows that current eligible pupils are making good progress in most subjects, across the year groups, and catching up with their peers.

- Pupils, staff and parents completing Ofsted online questionnaires are positive overall about the school's work. A large proportion of parents believe that their children enjoy school life, and would recommend the school to other families.
- **The governance of the school**
 - Following the previous inspection, the governing body commissioned a review of the effectiveness of its work. As a result, there have been changes in the membership of the governing body and in the structure of committees. These changes have led to governors carrying out their roles with increased confidence and rigour.
 - Governors update frequently their general skills and experience with bespoke training on educational issues, particularly safeguarding and pupils' performance. Consequently, they understand well the information they receive on the school's work to keep pupils safe, and to ensure that all achieve appropriately.
 - Governors check the work of the school's leaders closely. Individual governors visit the school regularly. They assess rigorously the impact of the school's improvement plan, including the impact of pupil premium and Year 7 catch-up funding on eligible pupils' progress.
 - Minutes of the governing body meetings confirm the rigour with which governors question, clarify and challenge leaders. In particular, they have a clear understanding about the quality of teaching.
 - Governors also know about the management of teachers' performance, and the links between this and teachers' pay progression. They have put in place robust arrangements for evaluating the headteacher's annual performance.
- The school's arrangements for safeguarding are effective. All staff have been trained according to the latest guidelines and are alert to identify possible concerns such as child sexual exploitation and radicalisation. The school works well with parents, providing good advice and guidance on the dangers of the internet and the threat of extremism. As a result, pupils feel safe and know how to keep themselves safe.

Quality of teaching, learning and assessment is good

- Teaching, learning and assessment are good overall. In the vast majority of lessons there are strong relationships between pupils and adults. This leads to pupils working hard and trying their best.
- Mostly teachers plan a good variety of motivating activities that retain pupils' interest throughout.
- Many teachers set appropriately motivating work so that pupils of all abilities make at least good progress, and develop a good range of subject-specific skills and competencies. They question pupils incisively to deepen their thinking. For example, inspectors saw Year 10 pupils who were stimulated to consider the reliability of stories from across the world about the creation of the universe. In a Year 8 lesson, inspectors observed pupils who were captivated by their study of the Middle Passage, where millions of Africans were shipped to the New World as part of the Atlantic slave trade.
- The school's revised assessment procedures are enabling many teachers to identify quickly pupils who are not meeting their progress targets. This information is mostly used well by teachers to plan to meet specific pupils' needs, especially those who are underachieving.
- Pupils told inspectors how much they appreciate the fact that teachers are more than willing to give them additional support after school when they get stuck or if they want to achieve higher grades.
- Pupils who have special educational needs experience good teaching. Teachers plan well to meet these pupils' needs. Teaching assistants also provide good support, in lessons and in small groups, and especially to help pupils improve spelling and reading skills, and essential numeracy competencies.
- The school's marking and assessment policy provides pupils with a clear framework to understand how well they are doing and what they need to do to improve. In most cases, this is working well. In many subjects, pupils take on board their teachers' comments and improve the quality of their work. In a few cases, leaders do not ensure that teachers follow this policy and this can slow pupils' progress.
- In a minority of lessons, particularly in science, teaching is insufficiently challenging of some pupils, especially the most able. Similarly, in a minority of mathematics lessons the needs of disadvantaged pupils are not fully met by all teachers. Not all teachers check carefully enough the progress of pupils in

lessons, and adjust activities to continue to develop individuals' skills to the full.

- Teachers provide pupils with increasingly more opportunity to read on a regular basis. Pupils are given 'key words' at the start of new units of work so that they can learn the subject-specific vocabulary, and are encouraged to apply the correct terminology in their work. For instance, pupils have good opportunities to develop their oracy (the ability to express oneself fluently and grammatically in speech) when working in pairs and groups and when giving presentations.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils of different races, religions and cultures relate well to each other. They learn about different faiths and lifestyles in their weekly personal, social, health and citizenship lessons, and have regular assemblies on topics such as human rights, respect, aspects of the law and criminal behaviour. As a result, they learn to understand and value the diverse population found in modern Britain, and are well prepared for their future lives in society.
- Pupils develop into confident and mature young people. They are proud of their school, and welcoming of visitors.
- At break and lunchtimes, in the dining room, outside areas, corridors and classrooms, pupils behave in an orderly and sensible manner. They make positive contributions to school life through their roles as school councillors and sport and anti-bullying ambassadors.
- Pupils say that they feel safe in school. They are helped to stay safe in different situations through, for instance, hearing speakers talk about internet safety, learning about drug and alcohol misuse and, more recently, learning about terrorist and extremist actions.
- Pupils are well aware of different types of bullying. They report that it only occurs rarely, but feel confident that when it does occur, it is dealt with appropriately by staff. As a result, they feel safe and well looked after.
- The very small number of pupils who are educated away from the school site benefit from support that meets their specific needs. This results in their attending regularly, behaving well and achieving appropriate qualifications.
- School leaders know individual pupils and their particular circumstances extremely well. They provide high levels of care for pupils whose circumstances make them vulnerable, and for their families. Staff work closely with a range of external agencies, including health professionals, educational psychologists and social care workers, to support the pupils in their care.

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy coming to school. As a result, attendance is consistently above average and persistent absence is low. Exclusions are below average.
- Pupils arrive punctually to school and move across the school campus quickly in order to arrive at their lessons on time.
- The vast majority of pupils have good attitudes to learning. They respond to their teachers' instructions without fuss and work well together in pairs and in groups. These attitudes help them to be successful learners.
- In a very few cases, when teaching is not sufficiently challenging or engaging, a small number of pupils cause some low-level disruption, and this slows their progress. The mature response by most of the class to these few instances means that their learning is not disrupted.
- The majority of pupils, parents and staff responding to the Ofsted online questionnaires confirm that pupils' general conduct is strongly improving, and that school is a calm and orderly place to be.

Outcomes for pupils are good

- Since the previous inspection, the progress pupils make in all years has considerably improved.
- In 2015, the proportion of Year 11 pupils who achieved five good GCSEs, including English and mathematics, was well above average. Attainment in most subjects was also significantly above average.

- Pupils from minority ethnic backgrounds, particularly of Pakistani and Indian heritages, attain equally well compared with their White British peers. Overall outcomes represent good achievement, given most pupils' above average starting points in Year 7.
- Overall standards in English and mathematics are well above average. The proportions of pupils making expected and better progress in both subjects, by the end of Year 11, are at least in line with national averages. They are increasingly above, and well above in some years, across the school.
- Overall progress for pupils' best eight subjects rose to significantly above average in 2015. There was notably strong performance in humanities subjects, design and technology, and art and design, but with scope for improvement in additional science and in physics and chemistry.
- The most able pupils generally make good progress, although not enough yet reach the highest GCSE A* and A grades in some subjects, especially in science. This is because they are not challenged consistently in all lessons.
- Pupils who have special educational needs or disability, as well as those for whom English is an additional language, make good progress. Pupils who have fallen behind and need to catch up in their learning also achieve well. This is because they all benefit from careful assessment of their needs, and well-targeted support which helps them to learn effectively.
- Gaps between the outcomes for disadvantaged pupils and others are largely closing. The school's information about current pupils shows that, across most subjects, outcomes for disadvantaged pupils are improving. Many are now making progress that is the same as, or faster than, that of other pupils. This is due to the effective use of pupil premium funding to provide bespoke one-to-one support, and small-group tuition, for identified pupils at risk of underachieving.
- In 2015, the attainment gaps in English between Year 11 disadvantaged pupils and their peers in school closed to half a GCSE grade. The gap with other pupils nationally closed completely. In mathematics, gaps also closed, but not as rapidly. In school, the Year 11 gap between disadvantaged pupils and others was approximately two thirds of a GCSE grade, and half a GCSE grade compared with other pupils nationally. There remains scope, in some years, to close the gaps in mathematics further.
- The school's performance information shows that current pupils in all years are typically making good progress in most subjects, including English and mathematics. The school's records show that overall standards at the end of Key Stage 4 are on track to remain well above average. This picture is largely supported from inspection evidence gathered from visits to lessons, and from the sampling of pupils' work in their books. Nonetheless, outcomes in science are still not high enough. Not all pupils develop the full range of scientific skills in line with their abilities.

School details

Unique reference number	137869
Local authority	Kirklees
Inspection number	10002117

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,320
Appropriate authority	The governing body
Chair	John Clarke
Headteacher	Christine Spencer
Telephone number	01484 657541
Website	www.snhs.kirklees.sch.uk
Email address	ht@snhs.kirklees.sch.uk
Date of previous inspection	13–14 November, 2013

Information about this school

- Salendine Nook High School is a larger than average-sized secondary school.
- The majority of pupils are of White British heritage, although the proportion of minority ethnic children is above the national average.
- The proportion of pupils who speak English as an additional language is broadly average.
- The proportion of disadvantaged pupils who are supported through the pupil premium is below the national average. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils with special educational needs is below average. The proportion of pupils with a statement of special educational needs or an education, health and care plan, is in line with the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- A very small minority of pupils in Years 10 and 11 are educated at Ethos and New Directions Colleges, Kirklees, education and training providers for young people experiencing difficulties in mainstream settings. In addition, a very small minority of pupils follow part-time work-experience courses at Nexus, Kirklees.
- The school is a member of the Pennine Teaching School Alliance, and receives support to develop the quality of teaching, learning and assessment, and expertise in middle leadership.
- Since the previous inspection, there have been changes in the senior leadership team and the membership of the governing body.

Information about this inspection

- Inspectors observed teaching and learning in a range of different lessons, of which two were observed jointly with senior leaders.
- Pupils' work was sampled informally in lessons in a range of subjects. In addition, English, mathematics and science work, from Years 9 and 11, was sampled separately.
- Inspectors also reviewed a range of documents, including the school's own information on current pupils' progress, planning and monitoring documentation, minutes of the governing body's meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Inspectors held meetings with pupils in Years 7 to 11, with governors and with school staff, including those with management responsibilities. A telephone conversation was held with the school improvement partner.
- Inspectors evaluated the 34 responses of parents to the Ofsted online questionnaire (Parent View). Inspectors also took into account the views of 72 members of the school's staff, and of the 74 pupils who completed the Ofsted online questionnaires. Inspectors also evaluated pupils' and staff's views in response to recent school questionnaires.

Inspection team

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Judith Gooding	Ofsted Inspector
David Pridding	Ofsted Inspector

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