

Leon School and Sports College

Inspection report

| | |
|--------------------------------|----------------|
| Unique Reference Number | 110502 |
| Local Authority | Milton Keynes |
| Inspection number | 356761 |
| Inspection dates | 9–10 June 2011 |
| Reporting inspector | Peter McGregor |

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

| | |
|--|---|
| Type of school | Comprehensive |
| School category | Foundation |
| Age range of pupils | 11–19 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 743 |
| Of which, number on roll in the sixth form | 141 |
| Appropriate authority | The governing body |
| Chair | Jessica Madge |
| Headteacher | Simon Viccars |
| Date of previous school inspection | 6–7 March 2008 |
| School address | Fern Grove Bletchley Milton Keynes MK2 3HQ |
| Telephone number | 01908 624720 |
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| Email address | enquiries@leon.milton-keynes.sch.uk |

| | |
|---------------------------|------------------------------------|
| Age group | Error! Reference source not found. |
| Inspection date(s) | 9–10 June 2011 |
| Inspection number | 356761 |

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Introduction

This inspection was carried out by four additional inspectors. They observed 33 lessons, taught by 31 teachers. Inspectors held meetings with groups of students, staff and governors. No meeting was held formally with parents. At the time of this inspection, Year 11 and Year 13 students were on study leave. Inspectors observed the school's work, and looked at evidence including school policies and self-evaluation, development plans, information about students' performance and minutes of governing body meetings. The team received and analysed questionnaires completed by 59 parents and carers, and others by staff and students.

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

- To what extent the school has been successful in improving students' attendance.
- The levels of attainment in English, mathematics and science, and whether this reflects the progress students make in lessons in these subjects.
- The effectiveness of middle leaders in monitoring provision in their areas and supporting improvement.
- Whether the school is doing all it can to engage parents and develop a cohesive community.

Information about the school

Leon School and Sports College is below average size for a secondary school. It shares the provision of sixth-form courses with another local comprehensive school. The proportion of students known to be eligible for free school meals is above average, as it is for those who speak English as an additional language, and for those who join or leave the school part way through their secondary education. Students with special educational needs and/or disabilities make up an above average proportion of the student population, though a smaller than average proportion has a statement of special educational needs. These are predominantly moderate or specific learning difficulties, behaviour, emotional and social difficulty and speech, language or communication issues. An above average proportion of students are of minority ethnic heritage, mainly Asian or Asian British, Bangladeshi, White other or black British-African. The school was recently redesignated as a specialist sports college and has a Sportsmark Gold award. It also became a Trust school in 2009 – a local authority foundation school with an associated charitable trust linking partners together in the local area, including other schools, leisure facilities and retailers.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Leon is a good school. Significant progress has been made in key areas since the last inspection. Students' contribution to the school and the wider community is outstanding as is the quality of care, guidance and support. Safeguarding procedures and the effectiveness of partnerships in promoting learning and community cohesion are similarly strong. Students' progress is good at all ages, with excellent learning in some lessons. Different groups, such as those with special educational needs and/or disabilities and the vulnerable, do well because of the focused support they receive from specialists and subject staff. Attainment at age 16 in English, mathematics and science remains low but has improved steadily over several years as firm foundations are built to secure long-term improvements. Attendance is greatly improved and now average, as a result of rigorous procedures systematically implemented. A problem still exists in overcoming the poor attendance of a few students. Behaviour has also improved and is now good. Students appreciate the good impact the school is having on their lives and speak positively about its Choices and Consequences procedure and restorative justice system, from which all are benefiting. One student summarised the views of her peers when discussing bullying by saying, 'At this school, things get sorted out straight away.' Their spiritual, moral, social and cultural development is good.

Senior leaders' high expectations, rigorous tracking procedures, very successful support systems, and focus on better teaching and learning are at the root of improved progress and attainment. The joint sixth form is well led and managed. Teaching is effective, sometimes outstanding, and promotes learning and progress well. Good knowledge of subjects and examination or course requirements is apparent in much of the teaching, which ensures an appropriate focus on important targets. Weaknesses in a small minority of teaching relate to a lack of appropriate challenge for students, and insufficient questioning of learning and progress. Marking is satisfactory but not all staff mark work with the frequency expected or include improvement targets. The curriculum is good, providing vocational and academic pathways in the main school and the sixth form. Staffing difficulties in mathematics resulted in a very successful re-timetabling exercise, ensuring continuity in teaching for all classes. An excellent, wide range of extra-curricular activities has high student participation rates. Tutor groups involving students from different year groups are particularly helpful in securing a caring community. Academic and pastoral support is carefully targeted and skilfully delivered. The school's clear understanding of its strengths and areas for development, improved teaching, learning, progress and attainment over several years, and the commitment and drive to develop further,

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demonstrate good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in English, mathematics and science to at least average levels through consistently effective teaching to promote learning, focusing on:
 - appropriate questioning techniques
 - matching work carefully to the capabilities and prior knowledge of students
 - effective marking which guides future learning.

- Increase attendance, particularly of persistent absentees, through rigorous implementation of school procedures, working closely with parents and carers.

Outcomes for individuals and groups of pupils

2

Observation of lessons, data the school maintains on individual students' progress, and early GCSE results show clearly that good progress is being made by all groups of students. Some outstanding learning was seen in a range of subject lessons; strategies for improvement in mathematics have been particularly effective in motivating students. For example, a Year 9 class developed an excellent understanding of probability through a problem-solving activity with dice. Students' attainment on joining Leon School covers the full ability range; overall it is low and the proportion of high attainers is much lower than average. Results at GCSE have improved substantially over the past three years and students are on track to meet the school's expectation of over a third gaining five or more A* to C grades at GCSE, including English and mathematics, in 2011. Variations from year to year in the attainment of boys and girls and of students from different backgrounds, are reviewed with care to ensure that issues are tackled and attainment improves. Students with special educational needs and/or disabilities make good progress, being supported by careful intervention. For example, students with anger management issues are enabled to integrate into classes effectively through support from the learning mentor and target setting.

Students behave well in lessons and around the school because they appreciate the importance of a good attitude to learning in the achievement of GCSE results. In discussions, students mentioned how the school environment is safe and much improved. They feel able to approach staff if they have any problems. Bullying, when it occurs, is dealt with quickly and effectively. This, alongside the zero tolerance approach to racist behaviour, results in a cohesive and positive environment for all. Exclusions have fallen to a low level. Older 'happy helper' students assist younger ones to settle quickly on joining the school, and literacy mentors and sports leaders are valued by their peers. A minority of students in their questionnaire responses referred to misbehaviour but discussions indicated that historical issues and some difficulties in the local area affected their judgements. Students have good awareness of what constitutes a healthy lifestyle, and participation rates in sports are

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good. The student council has a strong influence on school life as views are taken seriously by senior leaders and governors. One initiative resulted in a new school uniform, requested and designed by the students. Students take great pride in their school and make an outstanding contribution to its success. This is apparent, for example, in their service in the community and very successful music and drama productions which local people attend. Persistent absence has fallen and attendance rates are now broadly average, though not all parents see the importance of their children attending school regularly. Students’ positive attitudes and improving literacy, numeracy and information and communication technology (ICT) skills indicate that they are satisfactorily prepared for the next stage in their lives. Their awareness of rights and responsibilities is strong and students get on very well together; their reflective skills are less strong. As part of a national initiative, students speak as Holocaust ambassadors and show a great depth of understanding of the issues involved, thus promoting racial harmony.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils’ attainment ¹ | 4 |
| The quality of pupils’ learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils’ behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils’ attendance ¹ | 3 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

In a large majority of the lessons observed, the quality of teaching and learning was good or outstanding. Effective working relationships are achieved in lessons because staff value students’ efforts, and students respond with interest and application. In most lessons, work is matched well to individual needs because staff use data on prior performance effectively and hold frequent sessions when they assess students’ knowledge. In several lessons, students were involved in peer- and self-review, carefully checking their understanding against National Curriculum levels or GCSE

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

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grade criteria. The 'Leon stamp' in students' books helps to focus learning and enhance progress. Marking is much improved since the last inspection, though some inconsistency in practice remains. Where progress in lessons is less than good, work does not challenge all students, and staff do not question students sufficiently or build on their prior learning.

The curriculum contributes well to students' achievements, providing a wide range of appropriate courses which meet their needs. Early entry for GCSE in English and mathematics and module results are proving helpful in motivating students. An integrated approach to the curriculum for English and the humanities in Years 7 and 8 successfully promotes understanding of literacy across subjects. Recent timetabling changes and a successful trial extension have led to the establishment of a full three-year programme for GCSE and other courses. Provision for religious education is satisfactory but lacks depth for the older years. Students appreciate the opportunity to take vocational courses, such as construction and hair and beauty. Exceptional provision is made in sports, reflecting the school's specialist designation. This includes more than two hours' taught physical education in Years 10 and 11, an excellent range of extra-curricular games activities and many competitive fixtures both within the school and against others; more than a third of students have represented their school. Further extra-curricular opportunities enhance students' experiences, including music, drama and academic subject clubs. Over 100 students participate in the Duke of Edinburgh Award scheme and even more are armed services cadets.

The excellence of the care, guidance and support provided is apparent in the smooth transition arrangements into Year 7, the careers and courses guidance throughout the school and the outstanding support provided for students when needs arise. Senior leaders have generated a caring, firm and fair environment, where the consequences of actions are understood. Case studies of the support for vulnerable groups and individuals point to striking examples of the impact of the school's work and that of outside agencies on, for example, the progress made by looked after children with a history of failure. Students who join the school after the start of Year 7 are exceptionally well supported by peers and adults. Attendance procedures are rigorous and successful, involving external agencies whenever students and parents do not respond to advice. The analysis of reasons for absence is detailed and used to very good effect by managers to prevent reoccurrence. The outcome of this work is seen in the major reduction in persistent absence over the past three years. The school is aware of the continuing focus needed with a few families.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |

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The effectiveness of care, guidance and support

1

How effective are leadership and management?

The headteacher provides exceptional leadership, supported by a strong senior team. All are committed to raising students' attainment. Targets are above what would be typically expected from students' attainment on entry, and are aspirational. School and departmental improvement plans provide clear routes forward. Middle and senior leaders monitor the quality of teaching and learning well, frequently observing lessons and checking students' work. They are aware of the range in quality and are focusing on improved consistency of good practice. Leaders use all appropriate procedures available when teaching needs to improve. Equality of opportunity is good; discrimination is not tolerated. Governors and Trust partners are very supportive and also challenging. They too are committed to further improvement. Rigorous checks on staff backgrounds, excellent safeguarding policies and procedures and staff very well trained in child protection ensure that students' welfare has the highest priority.

Communication with parents and carers is effective, with a particular focus on those with whom it is difficult to engage. Through regular academic and pastoral reports and liaison with community groups, helpful contacts are having a positive impact on parental involvement in their children's education. Partnerships which promote learning and well-being and community cohesion are outstanding. Senior leaders and governors see the school as the hub of the community. Exceptionally strong links have been forged with primary schools, other secondary schools, the local college and community members, including providing access for local people to the on-site library, cinema, sports and ICT facilities. The celebration of Bonfire Night at the school, in conjunction with the local fire brigade, brings the community together most effectively. Student visits in this country and abroad, and links with a school in Zambia, which involve visits and training for staff from both schools, have established an harmonious community where local, national and international links and understanding are highly valued. The school's resources are deployed well and used effectively, providing good value for money.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |

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| | |
|--|----------|
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Sixth form

Students who wish to stay at Leon in the sixth form can select courses available there or at another local school. For the past two years, since this joint arrangement was established, Leon has provided most of the vocational courses and a few AS-level and A-level subjects. The overall range of courses available is good and meets students’ needs. Teaching and assessment are good. Effective guidance enables students to make informed choices, selecting courses either in the joint sixth form or at other colleges and schools. Students value the impartial information they receive. Students have a wide range of starting points and make good progress in their studies. Retention rates on courses are good. Achievements in vocational work are outstanding, and achievement is good in AS-level and A-level examinations. The school’s tracking data of individual students’ progress and results in vocational courses in 2011 show significant improvements this academic year, reflecting the emphasis on more effective teaching and learning. Detailed tracking information indicates that students of all backgrounds are successful. They develop into confident reflective young adults, proud of their school. They are good role models and contribute well to the school and the local community, for example as sports coaches, literacy mentors, and supportive members of mixed-age tutor groups. Leadership of the joint sixth form is strong and successful, with a clear agenda for future development. Rigorous monitoring systems and clear lines of communication enable progress on a variety of fronts, including embedding the new tutorial system, ensuring consistent effective practice throughout 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

The response rate to the questionnaire was low. The most positive views expressed were about their children’s enjoyment of school life, the progress they make and the

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information parents and carers receive about progress. Inspectors confirm that these are strengths of the school. Negative views, expressed by a minority of parents and carers, concerned the way the school responds to their suggestions and concerns, the support for students' learning and meeting students' particular needs. Based on what was seen of communication between school and home, the quality of support for students with additional needs and the extensive intervention programme, inspectors found no evidence to endorse these opinions.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leon School and Sports 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 743 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 15 | 25 | 38 | 64 | 4 | 7 | 2 | 3 |
| The school keeps my child safe | 15 | 25 | 35 | 59 | 7 | 12 | 1 | 2 |
| The school informs me about my child’s progress | 11 | 19 | 42 | 71 | 6 | 10 | 0 | 0 |
| My child is making enough progress at this school | 12 | 20 | 35 | 59 | 11 | 19 | 1 | 2 |
| The teaching is good at this school | 8 | 14 | 37 | 63 | 10 | 17 | 2 | 3 |
| The school helps me to support my child’s learning | 7 | 12 | 36 | 61 | 14 | 24 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 9 | 15 | 34 | 58 | 13 | 22 | 3 | 5 |
| 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) | 8 | 14 | 40 | 68 | 7 | 12 | 2 | 3 |
| The school meets my child’s particular needs | 9 | 15 | 34 | 58 | 13 | 22 | 1 | 2 |
| The school deals effectively with unacceptable behaviour | 9 | 15 | 35 | 59 | 11 | 19 | 4 | 7 |
| The school takes account of my suggestions and concerns | 7 | 12 | 34 | 58 | 16 | 27 | 2 | 3 |
| The school is led and managed effectively | 10 | 17 | 35 | 59 | 12 | 20 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 12 | 20 | 31 | 53 | 14 | 24 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 June 2011

Dear Students

Inspection of Leon School and Sports College, Milton Keynes, MK2 3HQ

Thank you for your warm welcome when we visited your school for its recent inspection. We enjoyed talking with you and being in your lessons. This letter is to tell you about what we found.

- You are attending a good school with a good sixth form.
- You make good progress in your studies and all get on very well together.
- Attainment is low at age 16 compared with results at other schools but it is getting higher year by year. We have asked the school to help you improve your attainment in English, mathematics and science to at least average levels.
- Your attendance is average and we think this should be higher.
- Your behaviour is good, you feel safe and you know how important it is to take part in sport and eat healthily.
- The consequences behaviour management scheme and restorative justice system work well and you like them.
- You feel safe and like the way staff listen and respond to your school council.
- You make an excellent contribution to the school and enjoy taking part in the many clubs and activities available.
- Teaching is good, enabling you to make good or better progress in the majority of lessons. We have asked the school to make sure that teaching is equally good in all lessons.
- The school cares for you extremely well, providing good support for those of you who have additional needs.
- The headteacher and senior team, with governors' support, lead the school very well, checking carefully what is taking place and bringing about improvements.

You can help the school continue to improve by working hard and attending more regularly. We wish you every success for the future.

Yours sincerely

Peter McGregor
Lead inspector

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