

# Rise Academy

Fountain Road, Hull HU2 0LH

<b>Inspection dates</b>	2–3 December 2015
<b>Overall effectiveness</b>	<b>Good</b>
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

- The highly accomplished leadership team has brought about change at a fast pace since the last inspection. As a result, there has been much improvement in the quality of teaching and the progress made by pupils, particularly in English.
- Members of the management committee are effective in their support of the leadership team. Some are leaders of local secondary schools and praise the good work of the school in supporting their own pupils.
- Most pupils, including those with special educational needs and those supported by extra funding, make good and better progress, often from low starting points. This is because staff understand their needs well and provide opportunities to learn which interest and engage them.
- School leaders keep a close check on teaching and make sure that staff have good levels of training to improve their skills.
- Teaching is improving and is now good. Staff use previous information on pupils' achievement in national tests, as well as their own assessments, to plan pupils' learning.
- Many pupils attend placements away from the school site. This enables them to study a wide variety of different subjects, which prepares them well for further study or the world of work.
- Pupils' attendance improves, often dramatically, when they arrive at the school. This is because planned learning inspires and engages them to want to learn and attend school.
- Most pupils behave well in lessons and outside the classroom, showing respect for each other and adults. Their good attitudes to learning contribute to their good levels of progress.
- Pupils say they feel safe and know how to keep safe. They say: 'Bullying is not an issue because we understand each other in this school.'

### It is not yet an outstanding school because

- Pupils' progress is less good in mathematics than in English because work planned does not always accurately meet pupils' needs and this slows progress, particularly for the most able.
- Members of the management committee do not offer school leaders sufficient challenge on improving pupils' academic progress.
- Leaders do not always ensure that the quality of marking and feedback given to pupils who learn away from the school site gives them sufficient guidance on how to improve their work.

## Full report

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

- Accelerate pupils' progress in mathematics by improving the consistency of planned work set in order that it more closely matches the needs of pupils, particularly the most able.
- Improve the quality of leadership and management by:
  - monitoring more closely the quality of marking and feedback of pupils' work undertaken away from the school site at alternative providers in order that it gives pupils clearer guidance on how to improve their written work
  - increasing the challenge made by members of the management committee to senior leaders on accelerating the performance of pupils.

## Inspection judgements

### Effectiveness of leadership and management is good

- The quality of teaching and the progress made by pupils has improved considerably since the previous inspection. The headteacher and other senior leaders are ambitious for the school and are already planning further improvements.
- The headteacher has a very strong vision for the future and has, in partnership with other senior leaders, brought about improvement at a fast pace.
- Senior leaders take an uncompromising attitude to driving improvement further by, for example, investing in high-quality training and support for staff. Consequently, the quality of teaching has improved to good, with some outstanding practice evident. Pupils from most groups are making faster progress and are achieving better results.
- Leaders have a clear view overall of what the school is doing well and where weaknesses remain. They have, with the support of the management committee, taken difficult decisions in the past which have enabled the school to accelerate improvement.
- Checks are regularly and rigorously undertaken on the quality of teaching. Detailed analysis of pupils' progress enables senior leaders to effectively address any areas of concern.
- The careful targeting of pupil premium monies has ensured that disadvantaged pupils typically make good and better progress. As a result, gaps are closing between this group and others nationally. For example, senior leaders recognised that the progress made by a small number of pupils in the care of the local authority was not as good as other pupils. The appointment of a mentor to support this group has already started to improve their performance.
- Staff performance is managed effectively. Recently appointed teaching staff have targets which are closely linked to the school's development plan and expectations of pupils' progress. Teachers' pay progression and promotion are closely linked to successful performance.
- The school uses eight different alternative providers based in and around the Hull area. Through regular visits, the school's strategic commissioner ensures that providers have all passed through a very robust vetting procedure. This enables the school to assure effectively the quality of the curriculum offered and safeguarding procedures. As a result of these rigorous checks, pupils who attend make good and often better progress overall.
- Where pupils study basic skills qualifications in mathematics and English while attending alternative provision, their progress is sometimes slowed by a lack of consistency in the feedback given on the quality of their work. For example, spelling and punctuation errors are sometimes repeated because they are not drawn to pupils' attention through effective marking procedures. School leaders are aware of this and are in the early stages of developing support for providers in this area.
- Access to a diverse curriculum enables pupils to obtain qualifications and accreditations which they need to move on to the next stage of education, training or the workplace. Courses in land-based studies, vehicle maintenance, joinery, roofing and bricklaying enable pupils to gain apprenticeships in a wide variety of different areas. Academic qualifications support pupils into further study in local colleges. Opportunities to develop skills, such as in boxing, enable pupils to be successful in the world of sport.
- The school's promotion of pupils' spiritual moral, social and cultural development is a strength. Pupils feel their views are valued and, as their behaviour improves, they have opportunities to play an active part in the life of the school. Community projects, such as the development of a 'Food for Free' area at a local pond, enables pupils to contribute to the local community as well as developing an understanding of British values within the community.
- The work of pupils' individual key workers has contributed to the good relationships that the school has fostered with parents. The response to Parent View, Ofsted's online survey, reflects this well. Parents are particularly positive about the quality of care and attention to the safety of their children and the progress they have made since joining the school.
- **The governance of the school:**
  - The management committee brings a good range of skills and experience to their role. These include senior leadership roles in local secondary schools.
  - Management committee members regularly visit with pupils from their school who are visiting with a view to attending the school. However, once there, they do not always engage with school issues and this reduces the effectiveness of their impact on school improvement.

- Members of the management committee offer well-targeted support to senior leaders in many areas of school development, particularly in the development of an effective workforce. However, a scrutiny of management committee minutes shows that they do not yet offer sufficient challenge to senior leaders in improving pupils' performance, particularly in mathematics. This has slowed pupils' progress in this subject.
- Members of the management committee receive regular feedback on the quality of teaching. They understand the link between teachers' performance and pay. They have a clear expectation that good teaching is a non-negotiable element of promotion and increases in pay.
- The arrangements for safeguarding are effective. Systems in place are highly effective at identifying pupils' needs and are regularly reviewed.

## Quality of teaching, learning and assessment is good

- Teachers and other staff have high expectations of what pupils can achieve, both in their behaviour and in their academic progress. They work hard to establish a calm working atmosphere in the classroom which encourages pupils to do their best.
- Most staff have strong subject knowledge. As a result, they are able to plan interesting and engaging activities which enable pupils to make good progress. For example, in an art project pupils worked collaboratively on contemporary art pieces. This required them to plan cooperatively and make decisions on colours and designs. Most achieved the task successfully, demonstrating their improving social, emotional and behavioural skills as well as their understanding of contemporary art.
- Some pupils do not arrive at the school until Year 11. Many have significant gaps in their education which may be as long as several years. A rigorous assessment of pupils' knowledge and understanding is undertaken when they join the school. Most staff use this information effectively to plan learning which challenges pupils to do even better. For example, pupils in Years 10 and 11 held an animated discussion around the emotions displayed by the characters in Charles Dickens' *A Christmas Carol*, displaying good levels of understanding and empathy.
- Where teaching is less secure, assessment information is not used as effectively and the match between pupils' needs and work is not as successful. This slows progress, particularly for more-able pupils in mathematics.
- Staff skilfully question pupils to check their levels of understanding. This enables them to adjust their teaching in order to take account of pupils' responses and for pupils to deepen their understanding. Occasionally, staff do not use questions effectively to elicit pupils' levels of understanding. When this happens, learning dips.
- Staff are passionate about improving pupils' reading skills. For example, phonics (letters and the sounds they make) is used by staff in the school's new nurture unit to improve pupils' reading, particularly where they have gaps in developing early reading skills. Pupils are offered a wide range of opportunities to read, which result in most gaining confidence in reading and improving their writing skills.
- Disabled pupils and those who have special educational needs have their specific needs identified, sometimes for the first time. Staff work closely with pupils to ensure that appropriate support is put in place and pupils often make accelerated progress.
- Pupils are clear about their targets. All feel that displaying them on the front of their books gives them something to aim for and this, they explained, makes them try harder 'to get a good grade'.
- The school's marking policy is clear and concise. Pupils are familiar with the system and respond well to the positive comments written in purple as well as the 'even better' comments written in green. However, there is still a small amount of inconsistency within the system and not all staff use the correct responses as effectively as they should. When this happens, feedback to pupils is less effective.
- Homework is set appropriately and supports pupils' learning.

## 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 and staff are proud to be members of the school community.

- The importance staff attach to pupils' care and welfare is evident throughout the school. Pupils form strong relationships with their key workers, who support and nurture them during their time in school.
- The school's strong focus on pupils' spiritual, moral, social and cultural development is clearly evident through activities such as residential voyages as part of the 'Tall Ships' crew. These experiences enable pupils to develop their physical as well as social and emotional skills through working as part of a team while sailing a ship.
- Most pupils welcome the guidance offered by staff and many work hard to improve their school work. Some take time to recognise the importance of working hard to be successful but very few make less than good progress during their time in school.
- The promotion of British values of tolerance, respect for the rule of law and democracy are integral to the ethos of the school. They are clearly reflected in opportunities for pupils to take responsibility for their own behaviour and actions through, for example, travelling to school and alternative provision independently and arriving on time.
- Effective careers advice and guidance helps pupils to make informed choices about their future choices.
- Through their work on a community project with groups of learners who are new to English, pupils learn to understand others and respect their beliefs and values.
- Pupils say they feel safe in school and the work they do on health and social issues helps them to keep safe outside school.
- Pupils are clear that discrimination and bullying can take a range of different forms, including cyber and homophobic bullying. They feel that incidents of bullying within the school are rare and, should they occur, would be dealt with by staff.

### **Behaviour**

- The behaviour of pupils is good.
- Despite pupils' high levels of need, the school is an orderly and purposeful community. Pupils are clear about what is expected of them and they respond well to the expectations of staff.
- Pupils typically demonstrate good levels of behaviour in the classroom and learning is rarely interrupted by incidents of difficult behaviour. Lunchtimes are usually calm and happy occasions. Staff sit with pupils, modelling appropriate behaviour, and pupils clearly enjoy talking to staff and each other.
- Pupils are trusted to leave the school premises at lunchtime. Staff are always on hand to support them to make the right choices should there be any decline in their behaviour.
- The school works hard to improve attendance and has made small year-on-year gains. Technology is used effectively to track pupils' attendance and punctuality when they attend alternative provisions. This enables staff to respond immediately to a pupil's absence and this very quick response is driving up attendance.

### **Outcomes for pupils**

### **are good**

- Pupils make good progress overall in mathematics and English, often from low starting points.
- Pupils' progress has improved significantly since the last inspection. From September 2015, senior leaders introduced the challenging target of every pupil making two grades of progress per year. Early signs in pupils' books suggest that a greater number of pupils than last year are beginning to make this level of progress.
- Most pupils have low starting points when they join the school. These are often due to gaps in their education due to their social and emotional difficulties. Once they settle into the calm and nurturing environment of the school, they start to re-engage with learning and make up for lost time.
- School leaders use information gained from initial assessments and previous national test results to set challenging individual targets. Pupils are made aware of their targets through information displayed on the front of their books. This, they explain, spurs them on to make greater gains.
- Pupils make better progress in English than mathematics. This is because work planned in mathematics does not always meet the needs of pupils sufficiently accurately. For example, work set for the most able does not stretch their capabilities sufficiently far and this slows their progress.
- An increase in the range of accreditations and qualifications offered to pupils has started to drive up standards, as evidenced by a small increase in the numbers of pupils reaching close to national standards.
- Pupils who attend education delivered by alternative providers also make good progress. This is because every effort is made to ensure that pupils gain as wide a range of meaningful accreditations as possible.

This prepares pupils well for the next stage in their education, training or work. There is little difference between the progress made by different groups of pupils. The gap between disadvantaged pupils and their peers has closed within the school. Last year, this group outperformed others.

- Disabled pupils and those who have special educational needs make good progress from their starting points. Their individual needs are identified and they are given appropriate support to help them achieve well.

## School details

<b>Unique reference number</b>	117703
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	10002121

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

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Maintained
<b>Age range of pupils</b>	14–16 years
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	102
<b>Appropriate authority</b>	Local authority
<b>Chair</b>	No chair at the time of inspection
<b>Headteacher</b>	Sue Yardley
<b>Telephone number</b>	01482 226166
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<b>Date of previous inspection</b>	26–27 November 2013

## Information about this school

- The school is a pupil referral unit with 102 Key Stage 4 pupils on roll.
- Since the previous inspection, the school has changed its name to Rise Academy.
- The school uses eight alternative providers who are located close to the school to deliver a range of different provision. These are: Motorvation Training, Alcrest Academy, DKM mixed trades, Educ8, Hull FC, Child Development @ The Boulevard Centre, QPD – Quality Personal Development and Humberside Fire Service.
- The proportion of pupils supported by pupil premium funding is above average. This extra government funding is provided to give extra support to pupils who are in the care of the local authority and those known to be eligible for free school meals.
- The vast majority of pupils who attend are from families of White British heritage.
- Since the last inspection, seven new members of staff have been appointed.

## Information about this inspection

- The inspection team observed learning in 12 lessons, six of which were observed jointly with members of the senior leadership team. In addition, the team observed learning taking place at the premises of four of the eight alternative providers used by the pupil referral unit.
- Discussions were held with two groups of pupils, school staff, the leadership team, a representative of the local authority and two members of the school's management committee.
- The inspection team also took account of the views of 12 parents and carers who responded to the online questionnaire, Parent View.
- The inspectors reviewed a range of school documents including: examples of pupils' work; information collated by the school on pupils' learning and progress; planning and monitoring documents; the school development plan; and safeguarding documentation.
- The inspection team analysed responses to a questionnaire filled in by 18 members of the school staff.

## Inspection team

Marian Thomas, lead inspector

Ofsted Inspector

Tudor Griffiths

Ofsted Inspector

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