

The Samworth Enterprise Academy

Inspection report

Unique Reference Number	128364
Local Authority	
Inspection number	343202
Inspection dates	23–24 September 2009
Reporting inspector	Heather Weston HMI

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

Type of school	All-through
School category	Non-maintained
Age range of pupils	3–16
Gender of pupils	Mixed
Number of pupils on the school roll	807
Appropriate authority	The governing body
Chair	Mr Richard Brucciani
Headteacher	Mrs Pat Dubas
Date of previous school inspection	9 September 2009
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. The inspectors visited 38 lessons, visited the academy's crèche facility and held meetings with governors, staff, groups of pupils and informally with parents. They observed the academy's work, reviewed pupils' work, looked at key documents relating to school improvement, teaching and learning, curriculum, safeguarding and inclusion, and minutes of governing body meetings and analysed parent questionnaires.

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

- How effectively the academy is promoting progress and raising standards for all groups of pupils
- How effectively teaching and the use of assessment is promoting accelerated progress and pupils' communication and independent learning skills
- How effectively middle leaders are promoting progress.

Information about the school

Samworth Enterprise Academy is a purpose built all-age academy, with specialisms in business and enterprise. It is a growing academy, currently catering for pupils from Nursery to Year 9. A crèche facility is provided for parents involved in on-site activities. This is a Church of England academy and, uniquely, includes a parish church within the building. Just over 50% of pupils are eligible for free school meals and a similar proportion has special educational needs and/or disabilities. Around 20% of pupils are from minority ethnic backgrounds. A small number of pupils are in the care of the local authority. Because the academy is growing, and due to normal staff turnover, 39 new staff joined the academy in a variety of roles this year.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The academy has been highly successful in bringing together staff and pupils and in swiftly establishing a key role in the local community. The overwhelmingly positive responses from parents and carers, pupils and staff demonstrate their high level of regard for the academy. This reputation is richly deserved. The principal, her deputy principals and the governors provide outstanding senior leadership, and hold a passionate belief that that every child does matter. They are supported by an equally dedicated and committed staff team with a good level of middle management. As a result, the academy has good capacity to improve. Every action taken is carefully considered to ensure that it is for the long term good of all members of the community and reflects the focus on learning and achievement, not just for pupils but also for adults.

The academy's overall effectiveness is satisfactory, but it has some outstanding features in both its provision and outcomes. The care, guidance and support for pupils are quite exceptional. This has significant impact on pupils' ability to access their learning, particularly the most vulnerable, through nurture support and a range of well targeted interventions. Safeguarding procedures are outstanding. The academy is open every day and evening, including holiday periods, and responds to issues which may arise at any time. All pupils are helped to overcome barriers to their learning, and staff work extremely effectively with support agencies. The promotion of healthy lifestyles is outstanding, extending to families and to the local community. The academy's work with parents and carers and the impact of the academy's partnerships are both outstanding. The promotion of equal opportunity and work to tackle discrimination are outstanding and central to the work of the academy.

Children make outstanding progress in the Early Years Foundation Stage due to outstanding provision. However, the overall effectiveness of the academy is satisfactory, because although attainment has risen significantly since the academy opened, it remains low, particularly in English and mathematics. Learning and progress are satisfactory overall. They are good for many pupils but still too variable due to inconsistencies in the quality of teaching. Teaching is satisfactory overall, although with many good or outstanding features. On joining the academy many pupils had gaps in their learning which needed to be addressed before they could make further progress. New assessment procedures have recently been introduced. However, as yet they do not sufficiently involve the pupils themselves. Assessment is not being used to best effect to make sure that activities in lessons are pitched at the right level for pupils or, particularly with regard to writing, that lessons are structured sufficiently to promote good progress. Teachers' questioning is not consistently effective in promoting pupils'

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learning especially when directed at individual pupils rather than engaging all in the learning process. Also, although pupils' good levels of attendance, their participation and their appearance demonstrate their pride in their school, pupils are not demonstrating this pride in the presentation of their work, which has a negative impact on its quality and standards.

What does the school need to do to improve further?

- Improve standards in mathematics; and improve standards in writing by ensuring all staff structure their lessons to support pupils' learning.
- Refine the use of assessment by using ongoing assessments to inform and adjust lesson planning and by enabling pupils to share responsibility for the assessment process.
- Improve the quality of teaching and learning by sharing best practice and improve teachers' use of questioning.
- Improve the presentation of pupils' work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Learning and progress are satisfactory but are securely improving. They vary across the academy between classes and cohorts, but there are no clear or consistent differences between particular groups of pupils including those from minority ethnic groups. Pupils with special educational needs and/or difficulties make at least satisfactory progress due to the support of the highly effective inclusion team.

Pupils are happy in the academy and enjoy the extensive range of opportunities and experiences open to them. The vast majority feel safe. In the majority of lessons, pupils behave very well, cooperate and show respect, but in a few lessons inappropriate behaviour impacts on learning and affects progress. This is closely linked to the quality of teaching when lessons are not sufficiently well planned to meet pupils' interests and learning needs. Pupils' very good knowledge and understanding of health matters includes emotional and mental health. Leadership and volunteering opportunities are developing strongly and pupils feel that they influence decisions. This involvement, together with the focus on enterprise, is resulting in a strong sense of pride, identity and self belief. The academy's core ethos, underpinned by Christian values, permeates all aspects of its work in recognition that relationships are key to personal and academic success. The clear strategy to drive community cohesion through pupils' spiritual, moral, social and cultural development is resulting in positive feedback from the community regarding the impact of the academy's work, for example with regard to crime reduction.

These are the grades for pupils' outcomes

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

How effective is the provision?

When teaching guides pupils through their learning in small, carefully structured steps, when it is motivating and when pupils are keenly engaged, they make good or very good progress. In these lessons, teachers use their subject knowledge and assessment information well to match tasks to pupils' ability and to promote pupils' understanding. Pupils are clear about the expected outcomes as these are explained and modelled clearly. Questioning is skilful and time is used well. However, this practice is too inconsistent. In some lessons, planned activities do not match pupils' needs and learning is too easy. Some activities are not appropriate to pupils' age or stage of learning and the pace of learning is pedestrian. The use and impact of teaching assistants is variable. A number of assistants contribute significantly to pupils' learning and to accelerating their progress. In other lessons, particularly where the role is new, assistants have yet to establish themselves.

The good curriculum has some outstanding features, for example the focus on business and enterprise which is broadening horizons and raising aspirations. These business and enterprise activities extend pupils' experience of the world, enable them to develop team working, leadership and presentation skills, and contribute to positive attitudes to learning. Cross-curricular provision is developing well and creative aspects to the curriculum contribute strongly to pupils' personal development. Pupils are benefiting from the use of specialist teaching skills across phases to provide the expertise and

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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approach to learning most appropriate to pupils' needs. They are very enthusiastic about the additional opportunities at the end of the day and during holidays to pursue their interests. Participation rates are exceptionally high. Sports and the arts are very popular but cooking even more so, from the age of five upwards.

Care, guidance and support make a significant contribution to pupils' personal development, and to the climate for learning. Leaders have an excellent awareness of pupils' needs. The needs of vulnerable and at risk pupils are identified with great care to provide very well targeted support and enable them to make the most of their opportunities. Pupils in the care of the local authority receive outstanding support and guidance to enable them to achieve very well. Good systems and structures, complemented by a range of rewards, are in place to support identified concerns linked to behaviour and attendance. A proactive approach to staff training supports the development of behaviour management and de-escalation skills. Pupils have very high regard for the support of staff which is readily available to promote their well-being and safety. Family support is a strong feature of provision with home visits helping to promote links and success within the academy. Open access for parents and carers is crucial in developing communications and building relationships. The strong team ethos and values, and commitment to well-being of young people underpin the tremendous success in this area.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders provide outstanding strategic leadership and have successfully inspired the community to share a united sense of purpose. Developing middle leadership has been a priority, with middle leaders sharing in the rigorous monitoring process. Evidence shows that the quality of teaching and learning is improving as a result and leaders know clearly the areas for development. Governors know the academy well, have high expectations and provide a high level of challenge. Leaders have developed very positive relationships with parents and carers including those who find working with school difficult. Community cohesion is good overall, but appropriately, leaders have focused on developing an outstanding level of cohesion in the local community, and are actively expanding links with wider communities. Safeguarding procedures are a model of best practice. Clear and rigorous training means that staff and governors are fully informed of procedures. Risk assessments are thorough and the academy has gone beyond

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expectations to develop highly effective working relationships with other agencies.

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	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make extremely good progress from very low starting points when they first join the academy and reach national expectation in all areas of learning by the time they enter Year 1. Their behaviour is very good and due to the sensitive and caring approach of staff, children's self-confidence is boosted and self-esteem nurtured. This means children are settled and secure enough with their capabilities to access a wide range and variety of activities and learning opportunities. This in turn benefits their independence, especially in being active learners as they can access the outdoors readily and be agile and active. Leadership and management are excellent due to rigorous monitoring and careful modelling of best practice. The welfare, care and well-being of all children, including the very youngest children in the crèche, is paramount.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

The vast majority of parents and carers are happy with their children's experience, as reflected by the comment 'this is a brilliant school, my child is happy and content'. They feel that their children enjoy coming to the academy and are making enough progress. Almost a quarter of parents and carers who responded felt that the academy does not deal effectively with unacceptable behaviour, and this was reinforced by comments regarding behaviour. Inspectors found that the academy has highly effective procedures for dealing with unacceptable behaviour. However, in some lessons instances of inattentive behaviour do occur.

Some parents and carers commented that they are not informed about their children's progress and that the academy does not take account of their suggestions. Inspectors found that the academy has good procedures for communicating with parents, both formally and informally.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Samworth Enterprise Academy 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 110 completed questionnaires by the end of the on-site inspection. In total, there are 807 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	62	30	30	2	2	0	0
The school keeps my child safe	58	57	35	34	5	5	2	2
The school informs me about my child's progress	38	37	45	44	10	10	5	5
My child is making enough progress at this school	42	41	45	44	7	7	3	3
The teaching is good at this school	46	45	43	42	7	7	1	1
The school helps me to support my child's learning	44	43	48	47	6	6	2	2
The school helps my child to have a healthy lifestyle	51	50	39	38	4	4	1	1
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)	40	39	41	40	1	1	1	1
The school meets my child's particular needs	42	41	49	48	5	5	1	1
The school deals effectively with unacceptable behaviour	25	25	46	45	11	11	13	13
The school takes account of my suggestions and concerns	31	30	47	46	14	14	4	4
The school is led and managed effectively	47	46	38	37	6	6	8	8
Overall, I am happy with my child's experience at this school	52	51	45	44	1	1	3	3

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 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 inspected between September 2007 and July 2008

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

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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

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

Common terminology used by inspectors

Achievement:	the progress and success of a 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 pupil's 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.



25 September 2009

Dear Pupils

Inspection of Samworth Enterprise Academy, Leicester LE2 6UA

Thank you for making us so welcome when we visited your academy recently, for talking to us and showing us your work. We very much enjoyed our visit and finding out about all the very special opportunities provided for you, such as your work with food. You have such a wide range of ways in which you can take responsibility in the academy, either as Lead Learners, FABs or Playground Pals. You told us that you feel very lucky to be at the academy and are proud to be there. We agree that it is a very special place to be, that it is helping you to be able to work, and that it is a place where you and your families can go not only in the day, but also in the evenings and holidays. We found that your academy is satisfactory, as at the moment the standards you reach in your work are not as high as they could be. All the staff are working hard to help you make progress and reach higher standards, and almost all of you are doing your part by attending regularly and behaving well. To help you make better progress and reach higher standards in your work, we have asked the governors, Mrs Dubas and the staff to take the following action to help you:

- to improve the standards in mathematics and in writing and to make sure that all teachers help you to understand how to do a good piece of writing
- to plan activities in lessons which are neither too easy nor too hard so that you are given the right level of challenge
- to help teachers improve their teaching
- to make sure you improve the presentation of your work

You can help your teachers by thinking about your learning carefully so that you can decide how well you are learning, by behaving as well as you can and by continuing to come to school regularly and on time. Also, carry on being proud of your academy, it deserves your pride.

With best wishes,

Heather Weston

Her Majesty's Inspector

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