

Titus Salt School

Higher Coach Road, Baildon, West Yorkshire BD17 5RH

Inspection dates	3–4 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
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The governors, headteacher and other senior leaders have sustained a clear vision and sense of direction. Staff across the school are on board and committed to the school's improvement.
- The quality of teaching has improved. Most teachers plan engaging lessons that motivate pupils. They use the information they hold on pupils' attainment well, so that lessons build on what pupils already know, understand and can do.
- Rates of progress across most subjects show improvement over time. Pupils currently in the school are making good progress in English and mathematics.
- The teaching of literacy is a strength. The school uses a range of imaginative and innovative strategies to promote a lifelong love of reading.
- Pupils benefit from an extensive range of extra-curricular opportunities and partnerships with employers. Good careers guidance helps all pupils progress into education, employment or training.
- The wider curriculum caters well for pupils' social, moral, spiritual and cultural development.
- There is a harmonious atmosphere around the school and behaviour is good. Pupils are keen to come to school. Attendance is well above average and punctuality is exceptional.
- Staff are vigilant and highly adept at identifying pupils at risk. They intervene quickly and take appropriate steps to protect pupils. All pupils, including those who attend the specialist provision, are extremely well cared for.
- Standards are rising in the sixth form because teaching is improving. Learners are highly complimentary about their experience.

It is not yet an outstanding school because

- At Key Stage 4, the progress and attainment of boys lags behind that of girls. Strategies the school is employing to narrow this gap are yet to have a significant impact.
- Marking and feedback in some departments has limited impact. Some teaching is not pitched at the right level, resulting in slower progress.
- Progress on academic courses in the sixth form is variable. For example, learners made less than average progress in English literature, history and textiles in 2015.

Full report

What does the school need to do to improve further?

- Improve teaching, in order to raise levels of achievement further, by:
 - sharing the best practice in marking and feedback within the school so that it has greater and more consistent impact across all subjects
 - ensuring the content of the curriculum and the approach to teaching engages boys and girls in equal measure
 - ensuring all teachers make effective use of the information they hold on pupils to plan lessons that build on what pupils already know, understand and can do.

- Improve outcomes in the sixth form, by:
 - checking rigorously on the quality of teaching across all academic courses
 - providing additional support for learners who are not on course to reach their targets.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has successfully driven the school forward since it was last inspected. The culture and climate within the school is positive, with staff at all levels supporting the vision and direction being set. Parents are overwhelmingly supportive of the school. Leaders share a strong desire to support the personal development and well-being of every pupil and to equip them with the necessary qualifications to take the next step into further education, employment or training.
- Leaders have sharpened their focus on improving the curriculum, the quality of teaching and tracking of pupils' progress. As a result, weaknesses identified at the previous inspection have been successfully tackled.
- Leaders have a grip on what is working well and what needs more attention. Their plans for improvement are therefore well targeted. For example, the headteacher has implemented new arrangements for the leadership of English and mathematics, in order to ensure that everything is being done to address past weaknesses in both subjects. New schemes of work are reinvigorating the curriculum in English and mathematics, and pupils currently in the school are making good progress.
- The quality of the curriculum has been improved so that it better meets the needs of pupils. While continuing to be broad and balanced, the curriculum now successfully addresses the relatively weak levels of literacy pupils have when they arrive at the school. In addition, pupils' social, moral, spiritual and cultural development is supported effectively within all subjects and through the numerous extra-curricular opportunities, trips, sporting and arts-based activities pupils participate in. The curriculum also fosters a good understanding and respect for different cultures and religions. Rich displays around the school contribute considerably to broadening pupils' understanding of the world. Consequently, pupils are well prepared for life in modern Britain.
- Leaders have successfully used additional funding to improve outcomes for disadvantaged pupils and those that enter the school with lower levels of attainment. Pupils receive additional materials and resources to help them in school and when they are at home. Teachers are increasingly skilled at targeting their support for those pupils at risk of making slower progress. As a result, gaps in the attainment of most groups have narrowed. However, there remains a gap in outcomes between boys and girls which leaders have identified and are working hard to close.
- The leadership of teaching is effective. Efforts to increase the impact of marking have been largely successful. Teachers are highly supportive of the training and development opportunities available to them and have benefited from working with colleagues in other schools. Leaders have successfully increased the levels of collaboration within and between departments in order to share best practice.
- The performance of teachers is managed effectively. Not all teachers made pay progression last year, because they did not fully meet expectations. Where this is the case, effective support is provided from the team of 'learning champions'.
- **The governance of the school**
 - Governors have responded positively to the recommendations of an external review of their work. They have adopted a more challenging role and strengthened their systems for holding leaders to account. They have improved the clerking of meetings so that their challenging questions are fully recorded and followed up.
 - Governors make a significant contribution to the ambition and aspirations of the school. They are actively driving its strategic direction and are keen to see it become outstanding in the future.
 - Governors have scrutinised the use of additional funding for disadvantaged pupils effectively. Well-developed links with school faculties mean governors are well placed to check on the impact of additional funding.
 - Governors have managed staff performance well and held challenging conversations with staff where they have had concerns. As a result, the quality of leadership in the school has improved.
- The arrangements for safeguarding are effective. Appropriate checks are in place on adults working in the school. All staff are well trained in how to keep pupils safe and are adept in spotting the signs of abuse or neglect. Action to protect pupils is taken early and effectively because of the strong partnerships the school has with the police, social services and other agencies.

Quality of teaching, learning and assessment **is good**

- The quality of teaching, learning and assessment has improved since the school was last inspected. Relationships between teachers and pupils are excellent. Pupils enjoy learning, settle quickly and apply themselves diligently in the vast majority of lessons.
- Most teachers make effective use of information on pupils' prior attainment to plan engaging lessons that move learning forwards. The quality of individual planning for pupils with special educational needs and those pupils who need to catch up is particularly strong. Every effort is made to ensure individual pupils get the specific help they need. The quality of planning contributes significantly to the good progress pupils make.
- Most teachers use questioning effectively to assess pupils' understanding throughout lessons. In the best teaching seen, persistent and probing questioning ensured pupils were required to think deeply and justify their opinions.
- Work done on marking and teachers' feedback since the previous inspection has had a positive impact. In some subjects, such as English, history, RE, science and dance, pupils improve their work and make rapid gains in response to teachers' helpful feedback. However, the impact of marking in some subject areas, including mathematics, is weaker. Leaders recognise they now need to capture and share the best practice in the school so that it is consistently strong.
- Significant work has been done to address the relatively low levels of literacy skills pupils have on entry to the school. All pupils receive literacy lessons in addition to their English lessons in Years 7 and 8. This is developed further through 'mindfulness' lessons which place a strong emphasis on oracy. The school employs a range of innovative and imaginative strategies designed to encourage a love of reading. For example, all pupils are set a summer reading challenge before arriving in Year 7. This is extended further through the 'Kapow' initiative once pupils arrive at the school. All pupils' reading skills are checked and weaker readers receive intensive support in phonics (letters and the sounds that they make). Topics of ethical interest encourage debate and discussion during form-time. Parents are actively encouraged to support the school in instilling a lifelong desire to read.
- Additional adults provide strong support in lessons because they are well trained, knowledgeable and caring. Their effective explanations and encouragement helps pupils to make good progress.
- Homework is set regularly, in line with the school's policy. In the sixth form, homework set to pre-learn new topics has proved a successful strategy and allows lessons to progress quickly.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Staff are highly effective at spotting pupils at risk and put early support in place, often in conjunction with external agencies.
- Pupils who struggle to cope in mainstream provision receive outstanding care and support to overcome barriers to their learning and progress. Pupils in receipt of such support told inspectors the school 'goes the extra mile' to support their emotional and mental health. As a result, pupils who might otherwise fail to gain qualifications go on to achieve positive outcomes and take the next step in their education.
- Bullying and use of derogatory language is rare. The curriculum places a strong emphasis on promoting respect and tolerance, and pupils display a strong understanding of the different forms of bullying. The school has gained the 'Big Award' in recognition of its work to combat bullying and intervene quickly, should a concern be identified.
- Pupils who attend the additionally resourced provision receive high-quality care and support. Their bespoke curriculum helps them to develop essential life skills such as cooking, travel awareness and personal hygiene. Close supervision from teaching and support staff ensures they make good progress in developing literacy and numeracy skills. Staff within the provision and more widely across mainstream lessons have high expectations and, in response, pupils work hard and apply themselves diligently.
- Pupils receive good impartial advice when choosing GCSE options and good careers guidance which helps to motivate them to gain the necessary qualifications.

Behaviour

- The behaviour of pupils is good. Pupils move around the school calmly and with purpose. At social times, pupils of all backgrounds mix together happily in groups. In the busy cafeteria, pupils follow well-established routines, eating their lunches and tidying away with the minimum of fuss. Relationships with staff are warm and friendly. Pupils keep the school free from litter and wear their uniform with pride.
- Behaviour in lessons is good. However, when learning is not pitched at the right level, some pupils, typically boys, lose interest and occasionally disrupt the flow of the lesson.
- Levels of attendance are well above the national average. There are no groups of pupils that are disadvantaged by poor attendance. In addition, pupils are extremely punctual to school in the morning and very rarely arrive late for lessons. Pupils told inspectors they enjoy coming to school because the lessons are interesting and they feel well cared for.
- All forms of poor behaviour have declined, because the school's positive behaviour system is consistently applied and well understood. The pastoral team are adept at identifying pupils in need of support to improve their behaviour or attitude to learning. Counselling programmes have a positive impact and help pupils modify their behaviour before it becomes disruptive. As a result of this work, the use of exclusion is low and declining.
- Pupils who attend alternative provision are closely monitored by the school. Daily checks are made on their attendance, behaviour and progress. Staff from the school regularly visit pupils in their alternative provision. In 2015, all such pupils successfully found places in further education or on apprenticeships.

Outcomes for pupils

are good

- Over the last three years, outcomes have improved steadily. Pupils typically enter the school with levels of attainment that are well below those seen nationally. By the end of Year 11, the proportion of pupils attaining five or more GCSE A* to C grades is similar to the national average. Good progress across a broad range of subjects means the proportion of pupils gaining the English Baccalaureate is significantly above average. Consequently, pupils are well prepared for the next stage of their education.
- Across a broad range of subjects, pupils currently in the school are making strong progress. Progress is most rapid in science, humanities and languages, with a number of other subjects showing an improving trend over time. Very close checks by senior leaders are ensuring progress rates in English and mathematics are rising, with pupils on course to attain standards in line with national averages in both subjects.
- Since the last inspection, the progress of disadvantaged pupils and those with special educational needs or disability has improved. Both groups make better progress than similar pupils nationally. Catch-up funding has been used effectively to support the development of literacy skills. As a result, gaps in attainment within the school have narrowed.
- Pupils who enter Year 7 with low levels of literacy and numeracy are very well supported, allowing them to make the same good progress as their peers.
- In 2015, boys made weaker progress than girls in both English and mathematics and their overall attainment was well below that of girls. This is still the case for pupils currently in Years 10 and 11. Leaders are aware of this gap and are providing a range of additional programmes to support boys who have fallen behind.
- The progress made by the most-able pupils has not been strong enough in the past. Because of this, leaders are providing additional support for some of the school's most-able pupils to help them address gaps in their knowledge. The impact of this targeted support has been positive. The school's current assessment information indicates the proportion of A* and A grades at GCSE is on track to rise in 2016.
- Pupils who attend alternative provision, either on a full-time or part-time basis, make good progress. Most gain qualifications in English and mathematics and vocational subjects.

16 to 19 study programmes

are good

- Achievement in the sixth form is good overall. Over time, learners have made stronger progress on vocational than academic courses. Leaders are aware of this and are taking appropriate steps to strengthen teaching in academic subjects. As a result, learners currently in the sixth form are making sustained progress in most subjects. Disadvantaged learners make similarly good progress to other learners and the gap in attainment between boys and girls that existed in Key Stage 4 closes across Years 12 and 13.
- The quality of teaching in the sixth form is good. Inspectors observed consistently good and some outstanding teaching in which learners engaged in mature debate and discussion, drawing upon strong subject knowledge to tackle challenging issues. The quality of learners' written work reflects their keen interest and enthusiasm for their studies.
- Learners were full of praise for the support they receive in making subject choices and in planning their next steps after the sixth form. They receive high-quality, impartial advice and guidance. They benefit from work experience, trips to different universities and opportunities to work with employers. In 2015, all learners progressed into higher education, employment or training.
- The school sets the same high expectations for attendance and punctuality in the sixth form as for the main school. Consequently, levels of attendance are high. Learners apply themselves diligently when not in lessons and act as excellent role models for younger pupils. All sixth formers take on additional responsibilities supporting younger pupils or contributing to the leadership of the sports or arts.
- Learners in the sixth form who did not secure a GCSE grade C or higher in English or mathematics receive further teaching. An increasing number of learners successfully resit the examination, particularly in English. However, resit outcomes in mathematics are less impressive.
- Overall, the school meets the requirements of the 16–19 study programmes. Learners' personal development and well-being is effectively supported through assemblies and form-time. Personal, social, health and economic education lessons provide good opportunities for pupils to develop their understanding of citizenship. For example, recent work has helped pupils to better understand conflict in the world and the associated risks of radicalisation and extremism.

School details

Unique reference number	107395
Local authority	Bradford
Inspection number	10009189

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,469
Of which, number on roll in 16 to 19 study programmes	247
Appropriate authority	The governing body
Chair	Shirley Craven
Headteacher	Ian Morrel
Telephone number	01274 258969
Website	www.titussaltschool.co.uk
Email address	enquiries@titussaltschool.co.uk
Date of previous inspection	18–19 February 2014

Information about this school

- Titus Salt School is larger than the average-sized secondary school.
- The large majority of pupils are White British. The proportion of pupils from minority ethnic groups is above the national average, with the large majority being Pakistani. Most pupils speak English as their first language.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. The pupil premium is additional government funding provided for pupils known to be eligible for free school meals or who are looked after.
- The proportion of pupils who have special educational needs or disability is below average.
- The school has designated provision for 16 pupils between 11 and 17 years of age with severe learning difficulties or disabilities.
- The school currently has 22 pupils who attend registered alternative providers on a part-time or full-time basis. The alternative providers used by the school are Bradford College, Keighley College, PRISM, the Lighthouse Group and Pipeline.
- The school meets the government's current floor targets, which are the minimum expectation for pupils' attainment and progress.
- Since the last inspection the school has received support from the Northern Lights Teaching School Alliance.

Information about this inspection

- Inspectors observed 38 part-lessons, a number jointly with senior leaders. During lesson observations, inspectors sampled pupils' books and talked to pupils in order to evaluate the quality of current work. Inspectors also attended form-time and undertook a number of shorter visits to lessons to gauge the climate for learning and pupils' behaviour.
- Inspectors observed the climate around the school site during break and lunchtimes and during the transitions between lessons.
- Meetings were held with the headteacher and other senior leaders, a group of middle leaders, teachers, the Chair of Governors and six other members of the governing body and representatives of the local authority and Bradford Partnership. In addition, inspectors held discussions with groups of pupils.
- Inspectors visited the additionally resourced provision for pupils with severe learning difficulties located on the school site.
- Inspectors scrutinised a range of documents including school policies, assessment information, records of checks on the quality of teaching, the school's own self-evaluation and its plans for improvement. The minutes of governing body meetings and a range of safeguarding information were also scrutinised.
- Inspectors took account of the 235 responses to Ofsted's online questionnaire, Parent View, and of the school's own surveys of parents' opinions.

Inspection team

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