

# Inspection of Titus Salt School

Higher Coach Road, Baildon, Shipley, Bradford, West Yorkshire BD17 5RH

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Inspection dates: 16 and 17 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Staff work hard to ensure the best outcomes for young people. They help pupils to become resilient to the many challenges of life. They show pupils what it means to be ambitious for their futures and care for others in the school community. One parent recognised that 'they encourage my child to be the best they can be'. This ethos is clear when visiting the school.

The school has a clear vision. It's four key values are evident in everything it does: together, resilient, ambitious, caring. Leaders listen carefully to what pupils and parents say. Communication is effective and, as a result, the school is able to adapt to the needs of both pupils and the local community.

The wide range of extra-curricular opportunities help pupils develop new skills and build resilience. Sports, arts, creative writing, climbing and dance are just some of the clubs on offer. Pupils take part in local and national events. Opportunities for enrichment in Science, Engineering, Technology and Maths (STEM) have received national recognition as part of the 'Excellence in STEM Award'.

The school has clear expectations for all its pupils. Pupils listen carefully in class and teachers engage them with thoughtful questions. Pupils feel their opinions are valued.

## **What does the school do well and what does it need to do better?**

Leaders structure the curriculum carefully. It is broad and ambitious for all. Curriculum planning shows how pupils will develop both skills and knowledge in a range of subjects. However, in some subjects this is not as well developed for pupils with special educational needs and/or disabilities (SEND). Teachers are passionate and knowledgeable; they ask effective questions to challenge pupils' thinking. Learning is highly personalised in the sixth form where teachers' questioning develops a deep understanding of the subjects taught.

Staff check pupils' understanding throughout the lesson and address misunderstandings. After assessments, pupils have the opportunity to reflect and improve their work. Units of work are flexible so teachers can adjust the pace of learning for their specific class. In the sixth form, there are a wide range of different courses available to meet pupils' needs.

Entries to the English Baccalaureate are lower than national average. However, development of the language curriculum is beginning to have an impact on pupil engagement. A focus has been placed on grammar and developing passion for the subject. Opinions about languages in the school are improving and many pupils are now keen to take a language at GCSE.

Some pupils who are still at an early stage of reading are not yet confident to read some difficult words. A range of intervention and support from specialist staff is helping to improve this.

Behaviour in lessons is good, there is little disruption to learning and if pupils do not meet expectations they are supported by staff to make the right choices. When pupils are suspended, they are supported by staff and understand what to do differently next time. Around school behaviour is sometimes less settled but staff are present to support pupils in making the right choices.

Pupils spoke highly of the pastoral support they receive at the school. For pupils with SEND, this is particularly strong. Staff at The Amelia Salt Centre are doing very valuable work with vulnerable young people. Staff working in the centre know pupils well. They prepare them for life beyond school. For example, there are weekly trips to a local college to support independent travel and life skills.

The Personal Development of pupils is not yet good. Parts of the curriculum are not well planned and taught. This means that some pupils have gaps in their knowledge. Some lessons are repeated throughout the school and older pupils particularly do not value their 'Lifetracks' (Personal, Social, Health Education) lessons. Pupils have an effective understanding of protected characteristics and appreciate differences. For example, there is an active LGBTQ+ group in school.

There is convincing evidence that the school is improving the curriculum for personal development. Leaders have a clear and ambitious curriculum mapped out. They have a statement of intent which covers the areas for improvement and how these will be monitored. Leadership of Personal Development is effective. Time is being provided to embed the improvements needed. Younger pupils are already benefiting from a more clearly defined curriculum.

Careers education is strong. Pupils have opportunities to meet different employers and learn more about the world of work. There is independent careers advice. Leaders support pupils who may become NEET (Not in Education, Employment or Training) to make positive choices. Over several years the school has ensured 100% of pupils continue in education or training.

Leaders at all levels are committed to improving pupils' outcomes. They accurately identify areas for improvement and think carefully about solutions. To ensure the school continues to improve, the head teacher has made a number of additional appointments to the leadership team. Staff spoke positively about the support and career opportunities available to them. Governors effectively challenge school leaders. They regularly visit the school to check on progress in key areas. They accurately identify further areas of development and monitor the impact of leaders' decisions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff at the school work hard to keep pupils safe. They know individual pupils' needs and listen to them when they have concerns. Leaders keep effective records and meet regularly to review these. They understand what puts young people at risk and plan effective training for all staff.

Leaders work with a range of agencies, such as Youth in Mind, to support pupils mental as well as physical well-being. Additional staff have been recruited to support pupils struggling to attend school.

Pupils and parents speak highly of the work that is done to keep young people safe in the school. Inspectors agree.

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

### **(Information for the school and appropriate authority)**

- Leaders have not ensured that the curriculum for personal development over time has been clearly planned, sequenced or structured to the same standard as the rest of the curriculum. This includes personal, social and health education and religious education. Consequently, pupils have gaps in their understanding. Leaders must act quickly to address any issues that arise from the training and development which has already started.
- In some subjects, leaders have not ensured that planning has identified specific strategies to support SEND pupils and enable them to achieve ambitious targets. As a result, teachers do not always know how to support pupils with SEND effectively. Leaders need to work with the SEND coordinator to identify the most appropriate strategies and support for these pupils.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	107395
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10210916
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1467
<b>Of which, number on roll in the sixth form</b>	210
<b>Appropriate authority</b>	Bradford
<b>Chair</b>	Shirley Craven
<b>Headteacher</b>	Ian Morrel
<b>Website</b>	<a href="http://www.titussaltschool.co.uk">www.titussaltschool.co.uk</a>
<b>Date of previous inspection</b>	3 and 4 February 2016, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, the leadership structure of the school has changed significantly. The headteacher remains the same.
- The school is an above-average sized comprehensive school with sixth form.
- The majority of pupils are White British. Around one fifth of pupils are from ethnic minority backgrounds.
- The proportion of pupils who are eligible for pupil premium funding is above average.
- The school uses four registered alternative providers, and a small proportion of pupils attend these.
- The school provides an additional specialist resourced provision for a small number of pupils with moderate learning difficulties. In school, the proportion of pupils with an education, health and care plan is above the national average.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors spoke about the impact of the pandemic with leaders and took that into account in their evaluation of the school.

- Deep Dives were carried out in English, mathematics, science, languages and geography. Inspectors spoke with curriculum leaders, visited lessons, looked at books and spoke to both pupils and staff.
- Inspectors met with the headteacher, senior leaders and middle leaders. They held discussions with support staff, early career teachers and subject staff.
- The lead inspector met with members of the governing body and spoke with a representative from the local authority.
- Inspectors checked the school's safeguarding policies and procedures, including checks made on all adults who come on to the school site. Inspectors spoke with pupils and staff to ensure their understanding of safeguarding procedures. An inspector met with the designated safeguarding leader to check on their work to keep pupils safe in school.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects. Inspectors visited the resourced provision on site and spoke to alternative providers.
- Inspectors considered responses to Ofsted Parent View, they also considered 68 staff's survey responses and 75 pupils' survey responses.

## Inspection team

John Linkins, lead inspector	Her Majesty's Inspector
Aejaz Laher	Ofsted Inspector
Matthew West	Ofsted Inspector
Lindsay Oyston	Ofsted Inspector
Julian Appleyard	Ofsted Inspector
Eleanor Belfield	Her Majesty's Inspector

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