

# Inspection of Lealands High School

Sundon Park Road, Luton, Bedfordshire LU3 3AL

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Inspection dates: 4 and 5 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

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

At Lealands, pupils learn to understand and respect others. It is a diverse community. Pupils new to the school say, 'It is like joining a family'. Pupils from many backgrounds mix successfully and happily. Pupils learn through the curriculum about different parts of society. This helps them to express mature attitudes about areas of difference, such as race or disability. Consequently, pupils are well prepared for life in Britain today.

Pupils learn a well-considered curriculum. They benefit from leaders' high expectations of their learning. This includes pupils with special educational needs and/or disabilities (SEND). These pupils receive strong support. When pupils need extra help, this is effective. As a result, they build up their knowledge well.

Behaviour is orderly. Pupils respond well to clear routines. They work hard in lessons. Pupils are calm during breaks. Bullying is not common. If it happens, pupils trust staff to resolve it. Positive relationships with staff help pupils to feel supported and safe.

Pupils enjoy a wide range of opportunities. They engage well with the various leadership roles. Pupils praise the range of clubs, such as sport, art, chess and karate. Exciting trips to London and elsewhere extend what pupils learn in class.

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

There is an effective curriculum in place. It is aimed at broadening the horizons of pupils, including those from disadvantaged backgrounds. Leaders are ambitious for pupils with SEND to learn what is needed to be successful. They establish the end points they want pupils to learn. The content of the curriculum is broken down step by step along the way and builds upon prior learning. For example, subject leaders identify closely what Year 7 pupils know from primary school. This careful planning means that pupils build up the in-depth knowledge they need.

Teachers mostly deliver the curriculum well. When they are early in their career, they get the help they require. Teachers use agreed approaches consistently, for example for modelling learning. This consistency helps pupils to understand what they learn, including those with SEND. Staff identify and meet the needs of these pupils effectively so they successfully access the full curriculum.

Teachers check understanding closely, for instance through the skilful use of questions. Occasionally, however, they use activities that do not precisely or successfully enough teach the key knowledge pupils need to learn. Where this happens, expectations of what pupils achieve can be less high. Therefore, on occasion, pupils do not achieve as well as they could.

Leaders prioritise reading and literacy. They plan carefully how pupils build up important vocabulary over time. Pupils value reading. The weakest readers get

effective support to read more confidently. This helps them to understand their learning.

There is a coherent behaviour policy. This identifies how pupils should behave, and why. Staff apply this consistently. When pupils get sanctions, leaders deal with the underlying causes of misbehaviour. Consequently, pupils learn to regulate themselves throughout the school day.

Leaders have implemented a well-designed curriculum for personal development. Pupils get effective careers guidance so they make informed decisions about their next steps. They learn in depth about areas such as consent and citizenship. Pupils value this learning and remember it well. That said, not all staff deliver aspects of this as effectively as they might. In particular, a few staff do not routinely help pupils to make rich connections between the different aspects of the personal development curriculum. This means that some pupils, on occasion, do not develop a depth of understanding of the overall aims that leaders intend them to learn. This can lead to them being compliant but not engaging wholeheartedly with the school's ethos. When this happens, pupils take less pride than they might in their learning and achievements.

Governors have the knowledge and skills they need for their role. They support and challenge leaders effectively, asking probing questions about areas such as reading. Governors fulfil their statutory duties well, regarding safeguarding and equalities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained and log concerns vigilantly. The safeguarding team acts on these promptly. They closely monitor any risks caused by pupils' absence. Staff provide diligent support for vulnerable pupils and families. Leaders check regularly on the safety of pupils who attend alternative provision. They liaise quickly with external agencies when needed. Leaders practise safer recruitment thoroughly and make the appropriate vetting checks.

The curriculum teaches pupils how to be safe, including when online. They know who to talk to if they have concerns. Pupils get strong support with their mental health and well-being. This means they feel safe and they are safe.

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

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

- Some teachers do not consistently use learning activities which precisely or successfully enough teach the key knowledge pupils need to learn. In some cases, expectations of what pupils can achieve are not as high as they might be. This means pupils sometimes do not do as well as they could. Leaders need to

ensure that teachers get the guidance and support they need to deliver the curriculum effectively in all areas.

- Not all aspects of the curriculum for personal development are delivered as effectively as they could be. Sometimes, teachers do not help pupils make the rich connections they could between the different things they learn. As a result, some pupils do not develop a depth of understanding of the aims and ethos that leaders intend. This can lead to pupils lacking enthusiasm for learning and benefiting from their education less than they might. Leaders need to ensure that the personal development curriculum is delivered consistently and effectively.

## 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.

## 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>	109686
<b>Local authority</b>	Luton
<b>Inspection number</b>	10240964
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1014
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Amy Sheridan
<b>Headteacher</b>	John Burridge
<b>Website</b>	<a href="http://www.lealands.luton.sch.uk">www.lealands.luton.sch.uk</a>
<b>Date of previous inspection</b>	16 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The consultation has taken place for the school to join a new multi-academy trust.
- Leaders use seven alternative providers on a part-time basis for a small number of pupils. Two of these are registered, and five are unregistered.
- Leaders use an on-site unit called the Lealands Education Aspiration Programme to support a small number of pupils. Pupils spend between six and 12 weeks in the unit. In most areas, they study the same curriculum as their year group. Pupils then reintegrate with the main school.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspector(s) carried out this graded 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 discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, other leaders, staff and pupils.
- As part of evaluating the quality of governance, the lead inspector held a virtual meeting with the chair of governors and two other governors.
- Inspectors carried out deep dives in these subjects: English, science, mathematics, design and technology, history and modern foreign languages. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also evaluated the curriculum in some other areas, in particular physical education and computing.
- As part of the evaluation of safeguarding, inspectors checked the school's single central record of recruitment vetting checks, considered its safeguarding policy and procedures, and spoke to leaders, staff, parents and pupils.
- Inspectors reviewed the 39 responses that were submitted from this academic year by parents to Ofsted's online questionnaire, Parent View, and 27 free-text responses submitted during the inspection. Inspectors considered the 61 responses to the Ofsted questionnaire for school staff and the 316 responses to the Ofsted questionnaire for pupils.

## Inspection team

Charlie Fordham, lead inspector	His Majesty's Inspector
Steve Mellors	His Majesty's Inspector
Diana Osagie	Ofsted Inspector
Caren Earp	Ofsted Inspector

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