

The Market Weighton School

Inspection report

Unique reference number	118076
Local authority	East Riding of Yorkshire
Inspection number	384879
Inspection dates	6-7 March 2012
Lead inspector	Tom Grieveson HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Community
Age range of pupils	11-18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	540
Of which, number on roll in the sixth form	31
Appropriate authority	The governing body
Chair	Debbie Lord
Executive Headteacher	Chris Abbot
Acting Head of School	Gavin Chappell
Date of previous school inspection	6-7 October 2010
School address	Spring Road Market Weighton East Riding of Yorkshire YO43 3JF
Telephone number	01430 873450
Fax number	Not Applicable
Email address	office@tmws.co.uk

Age group	11 – 18
Inspection date(s)	6-7 March 2012
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Introduction

Inspection team

Tom Grieveson
Lyn Field

Her Majesty's Inspector
Additional Inspector

This inspection was carried out with one day's notice. Twenty-two lessons were observed, including four visits to check on the progress made by students with disabilities and those with special educational needs, and a sample of students who are eligible for free school meals. Twenty-two teachers were seen. Meetings were held with groups of students, senior and middle leaders, the Chair of the Governing Body and a representative of the local authority. Inspectors observed the school's work, and looked at assessment information, school improvement plans and evaluation documents, the school's records of lesson observations, governing body minutes, and procedures for safeguarding students. Attendance data was also analysed. A questionnaire for parents and carers was not used as part of this inspection although inspectors used evidence provided from the school's own consultation procedures and correspondence. There were no responses to the on-line questionnaire (Parent View).

Information about the school

This is a smaller than average-sized secondary school. The proportion of students known to be eligible for free school meals is below average. Almost all are White British. The proportion of disabled pupils and those who have special educational needs is broadly average.

At the time of the previous inspection in October 2010, the school was judged to require special measures. Inspectors have monitored its progress at regular intervals since that time. The school has undergone significant change to its personnel and management structures. Since January 2011 the school has been led by two experienced senior leaders from South Hunsley Academy. The executive headteacher is the headteacher of South Hunsley Academy and a National Leader in Education. The acting head of school is an assistant headteacher from the academy. There have also been a number of changes in teaching staff and to those in middle leadership positions. The school has worked in close partnership with South Hunsley Academy and the local authority in addressing the areas for improvement identified at the previous inspection.

The school does not currently offer sixth-form provision for Year 12 students; this has been secured elsewhere with many attending South Hunsley Academy and neighbouring colleges. A small cohort of Year 13 students is taught at Market Weighton with some partnership provision in a local college. During the 2012/2013 academic year the school will not offer any sixth-form provision, although options for the following year are currently being considered. In September 2009, the school achieved specialist status in mathematics and computing. Healthy School status was achieved in March 2010 and the International Languages Award in September 2010. Students' achievement in 2011 met government floor standards.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	2

Key findings

- In accordance with section 13(4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures.
- The school provides its students with a satisfactory quality of education. It is improving securely and quickly because good and effective leadership is providing clear strategic direction and a relentless drive to improve teaching and learning, raise attainment and challenge low expectations of students’ capabilities. Sixth-form provision is also satisfactory.
- Senior leaders and governors are systematically tackling the school’s weaknesses. Attainment has risen since the previous inspection and is broadly average. This represents satisfactory achievement, although the progress being made by all groups of students, including those with disabilities and those who have special educational needs, is increasing well, with outcomes rising amongst all student groups. This also includes the small number of Year 13 students in the sixth form.
- A resolute focus on improving the quality of teaching and learning is proving to be successful. While teaching is satisfactory overall, an increasing proportion is good, some is outstanding and none is inadequate. The school and local authority has invested extensively in staff training. Strengths of teaching include: teachers’ use of assessment evidence when preparing lessons so there is a good range of activities to match students’ different capabilities; and an improved use of teachers’ questioning to check students’ understanding and challenge their thinking. Nonetheless, weaknesses remain and include: a lack of focus in the deployment of classroom assistants which limits their potential to support students, particularly the least-able; inconsistency in the way teachers mark students’ work and provide feedback; and insufficient opportunities for students to develop their literacy and numeracy skills in other subjects.
- Students’ behaviour and attitudes are positive in lessons and around the school

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site. The large majority is polite and courteous and shows due regard for the safety and well-being of others. Attendance levels are above average and there has been a decline in persistent absence.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality and consistency of teachers' marking by:
 - ensuring that teachers routinely provide students with accurate diagnostic feedback about their achievements and clarity about how they can improve their work
 - providing students with opportunities to follow through on the feedback they receive by making improvements to their work.
- Improve the way in which teaching assistants are deployed so as to maximise their impact in supporting students' learning and progress.
- Ensure that teachers in all subjects prioritise opportunities for students to develop and practise their literacy and numeracy skills in all subjects of the curriculum.

Main report

Achievement of pupils

The pace of learning is accelerating so that over time achievement has improved. Long-standing weaknesses in students' basic skills are being tackled successfully. Attainment is rising. GCSE examination results at Key Stage 4 in 2011 were broadly average for the proportion of students gaining five or more good passes including English and mathematics. While gaps in the performance of some groups of students remain, these are closing as a consequence of better teaching and, for students with disabilities and those who have special educational needs, through carefully targeted support. In combination these factors are securing improvement for all groups of students. In the sixth form, students usually start their studies with below average attainment. Progress here is also satisfactory, although attainment remains below average at the end of Year 13.

In lessons, teachers' use of assessment information when preparing lessons is resulting in students' needs being met with greater regularity so that gaps in their skills and knowledge are closing. In a Year 8 science lesson about microbes for example, the teacher's secure knowledge of students' capabilities resulted in a well-targeted range of practical activities, high levels of motivation and engagement and

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excellent progress for all groups. In a Year 9 English lesson, students also made excellent progress in developing their skills of inference and deduction. The teacher took full account of their different learning styles, demonstrated high expectations of students' capabilities and provided activities which successfully sustained their interest throughout the lesson.

Despite these improvements, the pace of learning remains uneven between classes and subjects and for some groups of students. This is particularly evident when all students are given the same activities to undertake, irrespective of their differing abilities and when support assistant time is not used productively. Students believe that their needs are being met more effectively and consider that 'work is much harder' because teachers' expectations of them are higher. A sample of parent and carer survey information, provided by the school, suggests that the large majority recognises that improvement in students' achievement is securely under way.

Quality of teaching

Teaching is improving because senior leaders have instigated a series of important measures which are successfully helping teaching to overcome previous underperformance. A carefully targeted training programme and a rigorous monitoring regime are resulting in better teaching. While satisfactory overall, the proportion which is good or better, including in the sixth form, is rising quickly. This trend of improvement is underpinning quickening rates of progress amongst all student groups.

The most effective lessons are characterised by teachers being more expectant of students' capabilities. Teachers' analysis and use of assessment information ensures that tasks are challenging and accurately matched to students' requirements. Teachers routinely check on students' progress during lessons and they are gaining in confidence when making adjustments to activities so that students remain on track. A good pace keeps students engaged and sustains their concentration. The use of collaborative and paired work is more evident and is promoting independent learning well. This approach is also making a positive contribution to students' spiritual, moral, social and cultural development and particularly in the promotion of their social skills. Two particularly good examples of students working collaboratively together by sharing their ideas and exhibiting leadership and decision making skills were seen in gymnastics and basketball.

When tasks fail to inspire students, it is usually because all are expected to undertake the same activity, irrespective of their ability. While some find these tasks easy and finish quickly, others struggle and are dependent on adults to support them. Where this occurs, it impacts negatively on students' progress. The quality of teachers' marking is inconsistent. Too often the emphasis is on correcting students' mistakes without showing how they can improve. There are few examples of students following through on teachers' marking and making improvements to their work. Adults in support roles routinely monitor and check students' work rather than intervening directly to support their learning and this limits the deployment of their

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skills to support the least-able in particular. While students are benefitting from much greater access to subject specialists, opportunities are missed to develop their literacy and numeracy skills in other curriculum areas.

The sample of parent and carer responses seen reflects views that indicate students' needs are being met increasingly well.

Behaviour and safety of pupils

Students' behaviour is satisfactory and improving. The majority of students in all Key Stages displays positive attitudes and behaviour in lessons. They move around school with care, showing maturity and common sense. Students recognise and value the school's behaviour code and its expectations of their conduct. They consider it to be fair and transparent. In discussion with them, they recognise the positive impact that this has brought over time to students' behaviour and consider that few lessons are now disrupted. Younger students are very positive about their experiences and feel safe and secure. Parental and carers' comments endorse students' views. All students express confidence in the staff. They show a keen understanding of the different forms of bullying and consider it to be infrequent and well-managed.

The curriculum makes an appropriate contribution to the development of students' spiritual, moral, social and cultural education although there is inconsistency in the way teachers give it priority between different subjects. In one religious education lesson, students reflected thoughtfully on Islamic traditions by comparing these to their own experiences. Through skilful questioning and good use of resources, the teacher encouraged the students to confront their own viewpoints and justify their opinions. In a Year 13 media studies class students considered how different communities are stereotyped and were encouraged to delve more deeply into how different societies are viewed.

Attendance has improved and is above average. Rates of persistent absence are declining. Students arrive punctually to school and to lessons.

Leadership and management

A well thought out approach has provided a clear strategic view of the school's priorities and which is securely focused on improving the quality of provision and student outcomes.

Senior leaders and governors have raised expectations of students' capabilities and staffs' performance. Monitoring is rigorous and has become firmly established as a key driver in making improvements. Weaknesses have been accurately identified and have given focus to school improvement priorities. Targeted training is providing teachers with greater confidence in their own practice and pedagogy (the methods and principles of teaching). The school's assessment and tracking regime has become well established and is increasingly integral to teachers' preparations when lessons are being prepared. The school's performance management protocols

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provide a clear line of sight between the school's priorities and teachers' accountability for student outcomes. All these factors are underpinning improvements in students' achievement and higher attainment. Middle leaders have a much clearer understanding of their roles and are increasingly influential in leading improvements, although there is still some inconsistency in their effectiveness between subject departments. Consequently, there is good capacity to secure further improvement.

Very effective work by governors has ensured that key decisions have secured a viable future for the school. Prudent financial judgments have produced a resolution to long-standing budgetary pressures. The Chair ensures that all available options are thoroughly considered so that decisions are well-informed. For example, key options about future sixth-form provision have been made in the best interests of the students. Governors are a frequent presence in school and have certain knowledge of where performance requires improvement. They have received timely and good quality advice from the local authority. Safeguarding requirements are secure and give no cause for concern.

The curriculum is broad and balanced. Its restructuring is meeting students' needs well and matches the capacity of a smaller staffing base. Partnership with other institutions is effective in offering a breadth of course options. Relationships are positive and reflect the harmony which pervades the school. The promotion of equality of opportunity and the tackling of discrimination is given high priority by senior leaders and is proving to be increasingly successful. Students' spiritual, moral, social and cultural development is given suitable emphasis, although the lack of monitoring opportunities across the curriculum is leading to inconsistencies in its promotion by different teachers.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

8 March 2012

Dear Students



Inspection of The Market Weighton School, East Riding of Yorkshire YO43 3JF

Thank you for your participation in the inspection of your school and particularly to those students who met with us and shared their views. Your comments were very important to us and have influenced the outcomes of the inspection.

Firstly, congratulations! Your school is no longer subject to special measures because it is providing you with an acceptable and improving quality of education. You have taken part in the improvements which the school has made and should take pride in your accomplishments. Well done!

While you are welcome to read the main body of the report the key findings are as follows.

- Students are making better progress and attainment is rising because effective leadership by those in senior positions has ensured that improvements are being made to the quality of teaching and they have successfully raised expectations of what students can achieve. Teachers are now meeting your needs more regularly because they are using assessment information increasingly well when lessons are being planned. This is making learning more interesting for you and tasks are much better aligned to helping you learn.
- The large majority of students demonstrates positive behaviour and acts responsibly around the school. Students show care and concern for others. This is a very important feature in helping to create the positive climate which exists in the school.

We have asked governors, senior leaders and the staff to make three important changes to help the school in order to make further improvements.

- To make sure that teachers always mark your work thoroughly so that you are clear about what you have achieved and how your work can be improved. We have also asked that you be given opportunities to follow through on teachers' marking so you can make the changes needed.
- To ensure that classroom assistants work directly with students so they can help you to improve.
- To make sure that all teachers provide you with regular opportunities to practise your literacy and numeracy skills in other subjects.

It was good to see that you attend regularly. This is important if you want to do well and achieve high levels. The staff will be interested in your views about how these improvements can be made. Please accept the best wishes of the inspection team for your future in whatever you decide to do.

Yours sincerely

Tom Grieveson
Her Majesty's Inspector

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