

The Market Weighton School

Inspection report

Unique Reference Number	118076
Local Authority	East Riding of Yorkshire
Inspection number	358258
Inspection dates	6–7 October 2010
Reporting inspector	Cathryn Kirby HMI

This inspection of the school 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 the sixth form	Mixed
Number of pupils on the school roll	605
Of which, number on roll in the sixth form	70
Appropriate authority	The governing body
Chair	Mrs Jayne Thomas
Headteacher	Mr Phil Tibbetts
Date of previous school inspection	23 January 2008
School address	Spring Road Market Weighton YO43 3JF
Telephone number	01430 873450
Fax number	01430 871015
Email address	PTibbetts@tmws.co.uk

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St Ann's Square
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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 33 lessons delivered by 33 different teachers. Meetings were held with school leaders, groups of students, including those in the sixth form, staff, governors and a representative of the local authority. They observed the school's work, and looked at the operational development plan, minutes of governing body meetings, records of monitoring and evaluation of the school's work, policies and students' work. In addition, inspectors reviewed responses to questionnaires completed by students, staff and 177 parents and carers.

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

- The school's expectations of what students can achieve and whether these are high enough.
- How successful the school has been in improving the quality of teaching and learning since the last inspection.
- The extent to which the improvements in attainment in 2010, following a sharp decline in 2009, are the result of a clearly worked out strategy that will sustain improvement.

Information about the school

The school is smaller than the average secondary school and is in a rural location. The majority of students come from the town of Market Weighton or travel by school bus from surrounding villages. The proportion of students known to be eligible for free school meals is below average. The very large majority of students are from White British backgrounds. The proportion of students with special educational needs and/or disabilities is average. In September 2009, the school achieved specialist status in mathematics and computing. Also in September 2009, the school became part of the government's Gaining Ground initiative which supports schools in their work to raise students' achievement. Healthy School status was achieved in March 2010 and the International Languages Award in September 2010. The sixth form offers post-16 provision through consortium arrangements in partnership with Beverley schools.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Since the last inspection, school improvement of the rapidity and scale that could reasonably be expected has not occurred. The school's leaders have not tackled weaknesses in provision and outcomes decisively. Expectations of staff and students are too low. The absence of a systematic approach to staff development has failed to nurture existing potential. A third of staff who responded to the inspection questionnaire do not feel that they receive adequate training or development. This accords with inspectors' observations of the underdeveloped use of assessment to support learning and some uninspiring teaching on a range of courses.

Attainment at the end of Key Stage 4 is broadly average but fluctuates considerably year on year. Action taken by the school to narrow the wide performance gap between subjects has been slow and pockets of significant underachievement sit alongside stronger performance. A lack of challenge in lessons perpetuates a culture of low aspiration. Students' achievements overall are inadequate.

The proportion of good teaching is not high enough. As an area for development identified at the last inspection, this shortcoming has not been resolved. The weak teaching profile, combined with the inadequate use of assessment, results in students making insufficient progress. The best practice is not shared well enough in order to develop provision that caters adequately for students' different learning needs. The system for tracking the progress made by students with special educational needs and/or disabilities is weak so the school does not have a clear picture of how well they are doing.

The satisfactory curriculum has been broadened and students have an appropriate choice of courses to meet their interests. The information and communication technology (ICT) component of the specialism has begun to have a positive influence in developing this aspect of the curriculum and improving the provision of specialist resources. Sixth form provision does not meet the students' individual needs well enough and their achievement is inadequate.

Outcomes for students' personal development are stronger than academic ones. Attendance is good and behaviour is satisfactory. Students have a good awareness of strategies to keep themselves safe. Provision promotes their well-being satisfactorily. Relationships are generally harmonious and founded on mutual respect. A calm and orderly community exists within cramped and sometimes tired accommodation.

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The school's self-evaluation is over-generous. As tools to promote improvement, monitoring and evaluation are weak. A barrier to improvement is the absence of an effective strategic plan. Partnership arrangements have had some successes but insufficient impact on improving learning. The school has worked to build better relationships with parents and carers, the large majority of whom are satisfied with their children's experience of school. Comments received in the questionnaire confirm that more remains to be done if the school's engagement with parents and carers is to become a productive partnership to support learning. The governing body has close ties with the school but since the last inspection has had too little impact on the direction of its work.

What does the school need to do to improve further?

- Establish a culture to sustain school improvement by:
 - raising the expectations of all staff
 - raising the aspirations of students.
- Improve the quality of teaching and in particular, the use of assessment by:
 - using the outcomes of lesson observations to inform development needs
 - providing appropriate training to ensure that all staff are accurate in their assessments of students' work against national standards
 - using secure assessment information to plan learning activities that support individual learning needs well
 - developing teachers' skills in the use of strategies to check that learning is taking place throughout the lesson
 - providing greater challenge and pace to accelerate students' progress
 - making better use of the pockets of effective practice that already exist to improve the proportion of good and better teaching.
- Develop the capacity of leadership and management at all levels by:
 - ensuring that leaders and managers receive support to develop the skills necessary to be effective in their roles
 - establishing clear priorities for school improvement
 - producing a plan of action so that everybody understands what is to be done by when and by whom
 - using the outcomes of monitoring and evaluation to inform the next steps for improving provision and outcomes
 - holding to account rigorously those responsible for the implementation and impact of agreed actions
 - providing curriculum leaders with opportunities to experience effective practice elsewhere.
- Improve the effectiveness of the sixth form by:
 - ensuring that students have the necessary skills and abilities from the outset to succeed on academic programmes

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- tracking students' progress rigorously and taking steps to effectively counter underachievement
- ensuring that leadership of the sixth form has the necessary capacity to make the improvements required
- working with the local authority and partners to ensure that organisational arrangements facilitate participation across consortium-wide provision.

Outcomes for individuals and groups of pupils**4**

The pattern of achievement over the last three years has been uneven. Attainment declined sharply to well below average in 2009. From their average starting points on entry to the school, students' progress overall and in mathematics and science was inadequate. English is the only core subject to have consistently delivered satisfactory outcomes since the last inspection. Intervention improved outcomes for 16-year-olds in 2010 to broadly average in mathematics and the key five A* to C GCSE measure. However, the performance gap between subjects remains unacceptably wide, with some missing their targets by a considerable margin. Inspectors observed inadequate use of assessment to support learning and progress in lessons. Improvement is fragile. Weaknesses in teaching do not support the notion of sustained progress. Overall, achievement is inadequate.

Students' attendance is above average. They feel safe and enjoy coming to school to see their friends. In interactions with adults and other students they conduct themselves appropriately. Students are polite to visitors who are made to feel welcome. Satisfactory behaviour in lessons often reflects compliance rather than enthusiastic engagement. Exclusions rates are low, although students with special educational needs and/or disabilities are disproportionately represented. Students recognise that the new school lunch menu offers more healthy eating options. Sports clubs and other activities are enjoyed and promote physical well-being. Students have a satisfactory awareness of different cultures. The school has plans to develop further their understanding and appreciation of the diverse society in which they live.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Relationships in the majority of lessons are harmonious but teaching does not promote learning adequately. In good lessons, teachers have high expectations, gaining students' interest and involving them from the outset. Throughout, appropriate strategies are used to check for good gains in knowledge and understanding. Lacklustre lessons delivered to compliant students are too frequent. Students recognise this variability in lesson quality. Teachers rarely use information about students' individual abilities and needs to plan lessons to meet them. Most often, everyone does the same activity. Consequently, sufficient challenge to the most-able and those with special educational needs and/or disabilities are rarely reflected in learning activities. The school has given greater emphasis to intervention to plug gaps in learning, particularly for examination groups, than to implementing strategies to develop teachers' skills to improve day-to-day learning for everyone. The use of assessment and targets, and target-setting are underdeveloped.

The curriculum has been strengthened by extending choice but its delivery is variable in quality, with some dull teaching, including in some new vocational provision. Students are positive about the range of sports clubs and the school's 'strictly come dancing' event was enthusiastically attended. They are pleased to have more computers. Opportunities to participate in the school and local communities develop a sense of civic responsibility. Suitable provision is made for other aspects of personal development.

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The student support centre provides a focal point for liaison with external agencies and has had some successes. Pastoral arrangements ensure that all students have an adult who knows them well and to whom they can turn with any concerns. Learning support for students, who do not have a statement but do have special educational needs and/or disabilities, is insufficient, given the limited resources and one-size-fits-all approach in the majority of lessons. Students would benefit from and welcome more detailed advice and guidance to better support their choices for the future.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The headteacher and senior leadership team know broadly what needs to be done, but are less clear about how to do it. Strategic leadership is weak. Much development work is focused in departments, not at whole-school level. Consequently, inconsistency is a feature of provision and outcomes. Effective practice is not systematically shared and weaker practice persists. Monitoring, review and evaluation do not promote improvement quickly because they lack rigour. The school cannot explain convincingly why students' achievements fluctuate or why teaching has not improved in line with their own targets. Work scrutiny carried out by middle and senior leaders has failed to tackle the highly variable quality of marking or poor presentation of work in some students' books. Accountability is weak. The governing body meets statutory requirements for safeguarding and risk assessment. However, in the face of inadequate achievement and the school missing widely its own target for the proportion of good teaching, the governing body has not offered robust challenge. Promotion of community cohesion is satisfactory.

The work to develop a whole-school system for tracking and analysing students' progress is promising. As a tool to raise attainment and accelerate progress, its potential is diminished because the assessment information which it uses is not reliable. Partnership arrangements have extended choice and have helped support students' well-being, but have had too little impact on improving the quality of learning. Senior leaders have insufficient insight into the performance of different groups of students and do not take steps to actively promote the experience of every learner. Given the inadequate achievement of students, including those in the sixth form, the school provides inadequate value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Sixth form

Teaching in the sixth form is satisfactory, although teachers often struggle to meet the full range of needs in mixed AS/A2 classes. Students appreciate teachers' willingness to provide what additional subject support they can outside lessons. The curriculum is too narrow and not matched well to students' skills and abilities. Provision does not lead to satisfactory achievement. Insufficient account of practical details around travel and compatibility of timetables has reduced ease of participation in consortium arrangements. Students themselves recognise the weaknesses in pre-course advice and guidance.

In 2010, over half the students sitting AS examinations failed to meet their targets. Achievement on some AS and A2 courses was unacceptably low. Given the small group size and poor outcomes, the sixth form provides inadequate value for money. Systems for improving the effectiveness of the sixth form are not sufficiently embedded. Monitoring, evaluation and development planning are weak. The school was not able to provide accurate attendance data for Year 12. Senior leaders have not tackled glaring weaknesses in sixth form provision and outcomes.

These are the grades for the sixth form

Overall effectiveness of the sixth form	4
Taking into account: Outcomes for students in the sixth form	4
The quality of provision in the sixth form	4
Leadership and management of the sixth form	4

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Views of parents and carers

Most parents and carers who responded to the questionnaire consider that their children enjoy school and are safe. Most agree that teaching is good and their children are making enough progress. During the inspection inspectors found that teaching was inadequate and the use of assessment to support learning is a significant shortcoming. They also found that, taking into account their skills and abilities at age 11, many students do not make enough progress in the main school or the sixth form. Around one in five parents and carers who responded has concerns that the school does not help them enough to support their children's learning. A similar proportion says that insufficient account is taken of their suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Market Weighton School 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 177 completed questionnaires by the end of the on-site inspection. In total, there are 605 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	24	115	65	16	9	2	1
The school keeps my child safe	48	27	120	68	8	5	0	0
My school informs me about my child's progress	23	13	131	74	16	9	3	2
My child is making enough progress at this school	30	17	116	66	19	11	7	4
The teaching is good at this school	21	12	127	72	17	10	5	3
The school helps me to support my child's learning	20	11	110	62	31	18	7	4
The school helps my child to have a healthy lifestyle	19	11	126	71	24	14	5	3
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)	27	15	117	66	18	10	4	2
The school meets my child's particular needs	19	11	133	75	18	10	6	3
The school deals effectively with unacceptable behaviour	31	18	109	62	28	16	5	3
The school takes account of my suggestions and concerns	15	8	113	64	32	18	6	3
The school is led and managed effectively	26	15	116	66	24	14	3	2
Overall, I am happy with my child's experience at this school	34	19	123	69	11	6	5	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



8 October 2010

Dear Students

Inspection of The Market Weighton School, Market Weighton, YO43 3JF

I write to you on behalf of the inspection team to share our main findings. Many thanks to those of you who took the time to talk to inspectors about your experience of school. You told us that you enjoy spending time with your friends and appreciate the opportunities to participate in additional activities. You were less content with other aspects of school life, for example, with your experiences in some subjects and the amount of advice and guidance received about how to improve your work or make choices about the future.

The GCSE results at your school are too variable over time and between subjects. In some subjects, students do not achieve the grades they are capable of because teaching does not support their learning well enough.

Inspectors found that the quality of teaching varies too widely and this means that overall you do not make enough progress. Inspectors judged that additional support is needed to help your school improve.

We have placed the school in 'special measures'. This means the senior leadership team and other staff will get the support needed to make your school a better place to learn. We have asked them to make improvements by:

- strengthening the quality of teaching by helping teachers plan lessons that allow you all to make good progress in learning. This will include sharing the best things from the good lessons that happen in school
- making sure that the most able of you are provided with more challenging tasks so you achieve the highest possible grades
- making sure that those of you who have special learning needs are supported better to help you make good progress
- checking to make sure that actions taken to improve the school's overall effectiveness do make a difference
- taking swift action to increase the success rate on courses in the sixth form.

Inspectors will return to your school soon to check how things are going.

Yours sincerely

Cathryn Kirby

Her Majesty's Inspector

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