

Winifred Holtby School Technology College

Inspection report

Unique Reference Number	118061
Local Authority	Kingston upon Hull City of
Inspection number	358255
Inspection dates	6–7 April 2011
Reporting inspector	James Kilner 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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1401
Appropriate authority	The governing body
Chair	Mrs Jenny Downing
Headteacher	Mr Stephen Liddle
Date of previous school inspection	18 June 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. They observed 35 lessons taught by 35 teachers and spent the majority of their time observing teaching and learning. They held discussions with school staff, the Chair and members of the governing body and groups of students. They observed the school's work and looked at a range of other evidence including safeguarding, action plans, case studies and self-evaluation documents. Inspectors also analysed the 191 responses to questionnaires from parents and carers, and 147 students' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which teaching and the curriculum are effectively geared to maximising attainment, particularly in mathematics.
- The effectiveness with which the school is tackling variations in teaching, learning and progress within subjects and the variability in outcomes.
- The effectiveness of systems designed to improve students' behaviour and their degree of independence in managing their own behaviour in and out of lessons.
- The rigour of safeguarding procedures and the effectiveness with which school leaders and governors keep students suitably safe.

Information about the school

The Winifred Holtby School Technology College has specialist school status in technology. It is much larger than most secondary schools and almost all the students are of White British heritage. Very few students speak English as an additional language. The proportion of students known to be eligible for free school meals is higher than the national average. The proportion of students with special educational needs and/or disabilities is higher than the national average. In September 2011, students and staff will move in to a newly constructed, purpose- built school adjacent to the current building.

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?

3

The school's capacity for sustained improvement

3

Main findings

The Winifred Holtby School Technology College provides a satisfactory education for its students. Under the careful guidance of the headteacher a recent restructuring of the senior leadership team is now driving increased levels of accountability for all staff. All leaders are committed to bringing about the much needed improvements to the school. Current safeguarding procedures are satisfactory with appropriate checks and systems in place to ensure the safety of students and staff. A recent and thorough scrutiny of the school's safeguarding procedures has been conducted by the local authority. The school is at an early stage of implementing the resulting action plan. Students feel safe and the very large majority of parents and carers are positive about their children's experiences at the school. Students make a good contribution to their own school as well as the wider community. Their reputation locally for performances at the annual Rock Challenge is held in high regard, gaining accolades and awards each year for their creativity and entertainment.

The school has made steady progress since the last inspection and has implemented strategies to improve both attainment and rates of attendance. While attainment is still low, particularly in English and mathematics, work in lessons and data seen during the inspection indicate rapid improvements. Although examination results are improving, students learning and progress are satisfactory overall. This stems from an over-reliance by students on direction from teachers, together with a lack of independent learning skills on their part. A small minority of students lack the behaviours necessary to develop their resilience to see tasks through without being easily distracted.

The quality of teaching and learning is satisfactory overall. Effective monitoring of teaching and learning is used to hold teachers to good account for the achievements of students in their care. Teachers demonstrate good subject knowledge which ensures that in the majority of lessons students gain ground in their learning. Relationships are generally positive. However, in less successful lessons students' skills for independent learning are poorly developed and this prevents them from taking charge of their own learning. The consistency with which assessment is used to inform students about where they are and what they need to do to improve is still variable. While students are grouped by ability and teachers plan accordingly, objectives for learning are often too broad so that levels of challenge are not always matched to the individual needs of the students.

The school's specialism in technology leads the way in forging effective partnerships both locally and nationally. The result is an array of learning opportunities for students designed to meet their needs and increasingly improve their levels of attainment.

The school works unstintingly in its efforts to improve attendance which is still low but rapidly approaching that of other schools locally and nationally. While students understand

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the importance of staying healthy and eating a balanced diet, not all of them put this into practice on a regular basis.

Leadership and management are satisfactory, with an improving picture of effective self-evaluation and strategic planning designed to embed recent improvements. The school's work as part of the National Challenge and an appropriate range of partnerships with other institutions ensures that the school is able to sustain recent gains in levels of attainment in English and mathematics. This, together with the school's imminent move to new, purpose-built premises demonstrates a satisfactory capacity to sustain improvement.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Challenge all learners to meet their full potential, raising their attainment to national standards, especially in English and mathematics.
- Improve the proportion of good and outstanding teaching by:
 - making better use of the school's effective tracking and target-setting systems to ensure lesson outcomes better meet the needs of individuals and groups of students
 - developing students' learning behaviours so they are positively placed to both support one another's learning and work independently.
- Work more closely with parents, carers and the community to:
 - improve rates of attendance
 - increase opportunities for students to adopt healthy lifestyles and monitor closely those reluctant to do so.

Outcomes for individuals and groups of pupils

3

Results of examinations in 2010 showed improved outcomes with a higher number of students gaining five A* to C GCSE grades than in previous years. The number of students gaining five A* to C grades was above the national average for the first time. However, there is still underperformance for students gaining five A* to C grades including English and mathematics. The school's data confirm that outcomes for all groups of students are improving. Indeed, in this academic year so far, over half of the students in Year 11 have already gained at least one grade C or above at GCSE in either English or mathematics. Overall, work seen in lessons was satisfactory, although there were examples of good learning seen, for example in the school's specialist subjects of technology as well as humanities and in English.

Students with special educational needs and/or disabilities work steadily to make similar rates of progress to their peers. The school is successful in meeting the needs of those students in danger of exclusion or whose circumstances have made them vulnerable. Students and their families who access this provision appreciate the efforts made by the school to include them. In the main, students are polite, courteous and show respect for their teachers and towards their peers. During lesson changeover and breaks students are closely supervised by adults. In response, students generally conduct themselves well,

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although there is a lack of self-discipline and independence demonstrated by some students both in and out of lessons. A minority of students also commented negatively on the behaviour of others. An active school council and 'student voice' allow students the opportunity to contribute to key decisions in the school. For example, their views are acted upon in curriculum design and have been instrumental in determining facilities in the new school. The development of student's workplace skills is satisfactory. Effective guidance has reduced the number of students who leave the school and are not in employment, education or training and the school ensures that a high proportion of students are equipped with at least functional qualifications in English and mathematics.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
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	4
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?

In the best lessons, teachers make effective use of their knowledge of students to plan appropriately challenging activities. They are able to enthuse and engage students in the lesson ensuring good progress for all. For example, in an outstanding English lesson students were enthralled as they investigated an excitingly presented mystery which drew on and extended their language skills. In such lessons, students rise to the challenge and engage well, working in small groups, peer assessing each other's work and contributing positively to question and answer sessions. In less effective lessons, objectives for learning are too wide and students are insufficiently challenged so that inadequate or barely satisfactory progress is made. As a result, students become distracted resulting in

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behaviour which disrupts both their own and others learning. In too many instances, students' preparedness for independent learning is poorly developed and this prevents them from taking charge of their own learning.

Effective strategies ensure that a satisfactory and rapidly improving curriculum is tailor-made to meet the needs of all students. The breadth and opportunities offered have been improved in recent years particularly at Key Stage 4, incorporating a work-related opportunity. Although there are effective links between some subjects in the curriculum, for example in the use of information and communication technology, these are not consistent across all subjects. A range of extra-curricular activities are on offer but currently there is a low take-up of these. The school are to canvass students through 'student voice' and the school council to find out what more can be offered.

Systems for the care, guidance and support of students are sound overall. They are particularly strong in transition arrangements from the feeder primary schools with liaison starting when pupils are in Year 5. Strategies to improve attendance are proving successful with some marked improvements recently. 'The Bungalow' and 'The House' provide effective guidance for students requiring more intensive support to engage with learning. The school is to analyse more closely the impact of these arrangements in order to give a more precise timescale to students placed there.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership and managers of the school are focused on the need to raise attainment and improve outcomes across the school. Several recent initiatives designed to raise attainment as well as improve the quality of teaching and learning are beginning to bear fruit. These include a full 'faculty review' giving the school a secure baseline on which to develop strategies for improvement. Also, a recently formed 'teaching and learning' team are driving improvements through a combination of monitoring and training in the use of assessment. Most significantly, the school is beginning to deal with poor performance in teaching and learning through appropriate support and more formal procedures where necessary.

Governors are knowledgeable about the work of the school and provide effective support and increasingly informed challenge to the senior leaders. They are currently working on the implementation of two major reviews of school provision by the local authority, support for students with special educational needs and/or disabilities and the school's safeguarding procedures.

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The school's tracking systems to monitor equality of opportunity are satisfactory and this allows the school to analyse the performance of different groups of students. This process drives interventions designed to reduce the gap between different groups with some success. An array of partnerships with outside agencies effectively supports students whose circumstances have made them vulnerable.

The school's internal community is cohesive with strong links to the local neighbourhood through a range of events and activities. An effective international link with Sierra Leone has helped students to develop a measure of international cohesion. The school recognises the weaknesses in its community cohesion action plan related to the broader British diversity. This is being revised to engage with students of communities that are not represented within the school or local areas. Given the recent rapid improvements and sound outcomes for students, the school provides satisfactory value for money.

These are the grades for leadership and management

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

Views of parents and carers

The proportion of parents and carers responding to the questionnaire was low in comparison with other schools. Those responding indicated their broad satisfaction with the work of the school. Many were supportive, although there were some concerns raised. Inspectors have highlighted for improvement the need for parents' and carers' involvement in keeping the students healthy and improving rates of progress. The school has robust plans in place to improve lines of communication with parents and carers and to take more account of their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winifred Holtby School Technology College 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 191 completed questionnaires by the end of the on-site inspection. In total, there are 1401 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	28	123	64	12	6	1	1
The school keeps my child safe	69	36	112	59	7	4	2	1
My school informs me about my child's progress	92	48	90	47	8	4	1	1
My child is making enough progress at this school	76	40	100	52	13	7	1	1
The teaching is good at this school	71	37	108	57	6	3	2	1
The school helps me to support my child's learning	64	34	111	58	13	7	1	1
The school helps my child to have a healthy lifestyle	38	20	129	68	20	10	1	1
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)	61	32	120	63	2	1	1	1
The school meets my child's particular needs	63	33	110	58	10	5	1	1
The school deals effectively with unacceptable behaviour	60	31	117	61	10	5	4	2
The school takes account of my suggestions and concerns	48	25	118	62	15	8	1	1
The school is led and managed effectively	61	32	118	62	5	3	2	1
Overall, I am happy with my child's experience at this school	83	43	90	47	9	5	2	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



11 April 2011

Dear Students

Inspection of Winifred Holtby School Technology College, Hull, HU7 4PW

We would like to thank you for the warm welcome you gave to us when we inspected your school recently. We have judged that your school provides you with a satisfactory standard of education.

The contribution you make to the school and local community is good. We know how proud you all are of your achievements in the 'Rock Challenge' event. Your attainment is still low but we think that it is improving rapidly. Teaching is satisfactory and your teachers are taking more account of assessments of your work to monitor how well you are doing.

The majority of you said that you feel safe but some of you are concerned about behaviour. We found it to be satisfactory but think that you and your teachers need to work together to improve your independence in learning and in how you manage your own behaviour.

We have also asked your leaders to:

- raise your levels of attainment, particularly in English and mathematics
- make sure that lessons more closely match your individual needs
- work more closely with your parents and carers so that more of you take up options to lead a healthy lifestyle and improve your rates of attendance.

You can all help by ensuring you attend regularly.

We wish all of you every success in your new school when it opens.

Yours sincerely

James Kilner

Her Majesty's Inspector

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