

Winifred Holtby School Technology College

Midmere Avenue, Leads Road, Bransholme, Hull, HU7 4PW

Inspection dates 3–4 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Too few students make more than expected progress from their starting points, and there is a legacy of underachievement in some subjects.
- A small minority of students is not achieving their potential in a range of subjects such as humanities, mathematics, modern foreign languages and technology.
- A significant proportion of teaching requires improvement. In lessons there is too much teacher control and insufficient opportunities for students to learn independently.
- Teachers do not always make enough use of assessment information to provide rigorous challenge or effective support for students of all abilities.
- Questioning in lessons does not always deepen students' thinking. Sometimes there are missed opportunities to extend the learning of the more-able students. Feedback in lessons and in the marking of students' work does not always inform them how well they have done or what they need to do to improve.
- Subject leaders do not always use outcomes from lesson observations or other data to improve the quality of teaching and learning of different groups of students.

The school has the following strengths

- There has been a recent improvement in progress in mathematics so that attainment is now broadly average.
- Progress in English is consistently good and sometimes outstanding, resulting in at least good achievement.
- The quality of teaching is steadily improving so that the majority of teaching observed during the inspection was good and some was outstanding.
- Behaviour and safety in lessons and around the school have improved from satisfactory at the last inspection to good now. Students have positive attitudes to learning.
- Senior leaders and governors, under the strong direction of the headteacher, are addressing weaknesses in teaching through the robust implementation of performance management.

Information about this inspection

- Inspectors observed 43 lessons, six of which were joint observations with senior leaders.
- Meetings were held with three groups of students, two representatives of the governing body, a representative of the local authority and staff.
- Inspectors took account of 25 responses to the on-line questionnaire (Parent View) and the school's recent survey of the views of parents and carers.
- Inspectors observed the school's work and looked at a range of documents, including safeguarding policies, records of behaviour and attendance, the school's data on students' progress over time, the school development plan and samples of students' work.

Inspection team

Declan McCarthy, Lead inspector	Additional Inspector
Pankaj Gulab	Additional Inspector
Ramesh Kapadia	Additional Inspector
Tony Price	Additional Inspector
Lynne Selkirk	Additional Inspector

Full report

Information about this school

- Winifred Holtby is larger than most secondary schools. Almost all students are White British and very few speak English as an additional language.
- A high proportion of students are known to be eligible for the pupil premium.
- A below average proportion of students receive support at school action. An above average proportion of students receive support at school action plus or have a statement of special educational needs.
- The school meets the government's current floor standards which set the minimum expectations for students' attainment and progress in English and mathematics.
- There have been significant changes in staffing since the last inspection. The leadership team has been re-organised: a number of new middle leaders are in post. Approximately one fifth of the teaching staff is newly qualified or has been in post for less than two years.
- The school has recently changed its name and moved to a new building with a special school located on the same site. The school provides alternative educational provision off-site known as 'The Bungalow' for a few students who find difficulty coping with a mainstream school setting.

What does the school need to do to improve further?

- Ensure subject leaders consistently use information from lesson observations and whole-school data on students' progress to further improve the quality of teaching and learning for different groups of students within their subjects.
- Improve all teaching to at least good and thereby raise achievement further by ensuring:
 - that teaching, learning and progress in all subjects is consistently good or better
 - that teachers' questioning always deepens students' thinking and students are given more opportunities to learn independently
 - consistency in providing feedback in lessons and in marking students' work, so they always know how well they are doing and what they need to do to improve
 - consistency in the use of assessment in matching tasks to students' different abilities and in providing activities to extend learning, especially for the more-able.

Inspection judgements

The achievement of pupils

requires improvement

- Students enter the school with broadly average attainment. Results in GCSE examinations since the previous inspection show a rising trend of improvement. Nevertheless, school and published data show that there are still some students who do not make expected progress. The proportion of students achieving five A* to C grades including English and mathematics has been below the national average. Attainment in English has risen consistently in recent years so that in 2011 it was above the national average, which represented good progress from students' starting points.
- There is variability in the performance of students at GCSE in a range of subjects. Although students do well in some subjects, such as English, art and physical education, they do less well in design technology, humanities, modern foreign languages, mathematics and science. However, as a result of the impact of new leadership in mathematics, the gap with the national average is narrowing in students' performance at GCSE in mathematics, which is now broadly average. Some of the more-able students are not achieving the higher grades expected from their prior attainment on entry.
- Although the gap is narrowing in the progress and achievement of students in receipt of the pupil premium, which shows evidence of the school's promotion of equality of opportunity, they are doing slightly less well than other groups. There are clear plans to provide more specific support for these students to narrow the gap further. Disabled students and those with special educational needs make the same progress as their peers, overall. Where the most effective support is provided they make good progress because teaching assistants break tasks down into smaller steps and develop students' understanding of technical language, enabling them to access learning.
- At Key Stage 3, most students make expected progress from their starting points and the school recognises the need to improve the proportion of students who attain the higher levels in English, mathematics and science to at least the national levels by the end of the key stage.
- Students make good progress in reading and writing because of the recent successful implementation of a relevant curriculum based on topics and themes at Key Stage 3.
- Students in the off-site provision make similar progress to their peers because the curriculum is matched to their needs, enabling them to re-engage with learning.
- In good or better lessons, students were well motivated, focused on their learning tasks and made good progress in acquiring new knowledge and skills and in deepening their understanding. However, in a significant number of lessons observed, too often students were not given enough opportunities to learn independently or deepen their thinking because their teachers talked for too long.

The quality of teaching

Requires improvement

- Teaching requires improvement in ensuring that: teachers provide more time for students to work and learn independently; marking and feedback clearly inform students about how well they have done and how to improve; and that assessment is used consistently well to match work to students' abilities, especially those who are more-able.
- Teaching is good, and sometimes outstanding, in English, physical education and the performing arts. Here assessment information is used well to move learning forward by providing a good level of challenge for all groups of students. For example, in a good art lesson, students were encouraged to develop a range of observational drawings and the teacher and teaching assistant continually checked on the quality of their compositions challenging them to look at perspective in greater depth.
- Excellent relationships and good management of behaviour underpin good behaviour in lessons and students' positive attitudes to learning. Teachers promote students' social and moral development well by providing opportunities for them to learn together and listen to the views of

others. Good use of praise and encouragement together with the positive ethos for learning promotes students' spiritual development.

- Teaching in mathematics is improving as a result of effective leadership by the recently appointed head of mathematics and the determination of senior leaders to address any remaining weaknesses in teaching.
- The quality of teaching for disabled students and those with special educational needs is usually good in lessons, where support is provided, and in the support base. As a result, these students make good progress. Teaching assistants provide good support for learning, breaking tasks down into smaller steps and focusing on key vocabulary.
- The school's own evaluation identifies the need to improve assessment in lessons and differentiation as well as developing students' resilience, confidence and independence. Where teaching was good, as seen in art, tasks were carefully matched to the different abilities of students, and students were encouraged to work independently. Where teaching required improvement, this was not usually the case and too much teacher talk reduced opportunities for students to work independently.
- Too often teachers' questioning fails to deepen students' understanding or to elicit how well students are learning. However, the use of questioning to deepen students' thinking is strong in English, where it is used incrementally to demonstrate understanding and progress and frequently used to challenge, stimulate and provoke deepened responses. For example, in a Year 9 poetry lesson, focused, challenging questioning about two different photographic images of the First World War soldiers gave rise to a range of aptly chosen descriptions of emotions the pictures might convey to an audience. In turn, this led to a deeper appreciation of the poetic language is used by Wilfred Owen in his war poetry.

The behaviour and safety of pupils are good

- Students have positive attitudes to learning. They show respect to adults, they are considerate towards others and are courteous and polite.
- Students' behaviour in lessons and around the school is good. They know how to stay safe, moving safely between lessons and handling equipment safely. Students are very proud of their new school building.
- Exclusions seldom occur. Students have a good understanding of different types of bullying and say that if any incidents do occur, they are dealt with quickly and effectively by staff.
- Attendance has improved rapidly and has moved from below average to broadly average now, as a result of good promotion of attendance and rigorous monitoring of absence. Good attendance was celebrated and rewarded in assembly during the inspection.
- Parents and carers who completed the on-line questionnaires and those who completed the recent school survey, agreed that students stay safe, that bullying seldom occurs and that behaviour was generally good.

The leadership and management requires improvement

- The headteacher provides strong leadership and direction for the school and is supported well by senior leaders who share his ambition to improve the quality of teaching and raise achievement. Their monitoring of lessons to evaluate the impact of teaching and good use of performance management has significantly reduced weaknesses in teaching and gradually increased the proportion of good and better teaching. This has led to improvements in students' achievements, particularly in English, and with the recent appointment of a strong mathematics leader, more recent improvements in students' achievement in mathematics.
- Senior leaders are increasing the accountability of all staff for the progress of students, with clear links between performance and salary progression. The most effective teachers undertake a planned programme of coaching with those whose teaching is judged to be consistently satisfactory.

- The role of subject leaders, some of whom are relatively new to their posts, is developing to ensure greater accountability for raising standards and improving the quality of teaching within subjects. However, there are inconsistencies in the effectiveness with which subject leaders use information from monitoring teaching and analysing progress data to eliminate weaknesses in teaching and raise students' achievement. The new leaders of pupil premium are beginning to implement a range of strategies such as Key Stage 4 study guides to narrow the gap in achievement further.
 - Leaders have developed a relevant curriculum which is matched to the needs of students. The 'Theme' curriculum at Key Stage 3 is enabling students in Year 7 to adjust to the demands of the secondary school curriculum and develop literacy and numeracy skills through a range of topics. There is a wide range of enrichment opportunities, particularly through visits and after-school clubs, such as wheel-chair basketball, dance and football. There is a range of academic and vocational courses to ensure all students have choice and can achieve success. The alternative provision has a sharp focus on re-engaging disaffected students with learning and enables them to succeed as well as their peers.
 - The curriculum provides good opportunities for the promotion of students' spiritual, moral, social and cultural development, particularly through the positive and welcoming ethos in the school, the celebration of different cultural traditions and increasing students' awareness of their own and other cultures through subjects such as art, music and humanities.
 - Safeguarding requirements are fully met.
 - The school receives support from the local authority which has provided effective training in the teaching of mathematics and monitors the work of the school on a termly basis.
 - **The governance of the school:**
 - knows the school's strengths and areas for development and have effectively overseen the implementation of performance management in the school
 - monitors the school's budget effectively and holds the school to account for its work, through meetings and focused visits.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118061
Local authority	Kingston-upon-Hull City of
Inspection number	405745

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	1,361
Appropriate authority	The governing body
Chair	Jenny Downing
Headteacher	Stephen Liddle
Date of previous school inspection	6 April 2011
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