

Settle College

Giggleswick, Settle, North Yorkshire, BD24 0AU

Inspection dates

18–19 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Good	2
Quality of teaching		Good	2
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

- The school's work is not evaluated in a planned, concerted and effective manner.
- Leaders and managers are not rigorous enough in checking the quality of teaching, its impact on all students' learning, and their rates of progress.
- Governors do not have sufficient, up-to-date information about the work of the school. As a consequence, they are unable to systematically challenge and hold senior leaders to account.
- The impact of pupil premium and Year 7 catch-up funding is not analysed to determine whether additional actions are worthwhile.
- Arrangements to manage the performance of staff are not robust enough. They do not take into consideration the national standards for teachers.
- Leaders have not kept the sixth form under close enough review. Although teaching is improving and more is now good, some students still do not make good enough progress by the end of Years 12 and 13. The sixth form requires improvement. A below average proportion of students reach A* to B grades at A level.

The school has the following strengths

- Between Years 7 and 11, students make good progress and achieve well in many subjects. The proportion of students gaining five or more A* to C GCSE qualifications is constantly above average.
- Teaching overall is good. This is because teachers are very committed and conscientious. They up-date themselves regularly about new developments, and readily share their expertise.
- Students enjoy coming to school. They are safe and well looked after. Students behave well and attendance is high. There is little bullying and few exclusions.
- The recently appointed Principal has already established an accurate picture of the school's work. She is clear about what needs to be done next. She has the support of senior leaders and governors. As a result there is capacity for sustained improvement.

Information about this inspection

- Inspectors observed 33 lessons, of which three were joint observations with senior leaders. In addition, the inspection team made a number of short visits to tutor groups.
- Meetings were held with three groups of students, governors and school staff, including senior and middle managers.
- When planning the inspection, there were no responses accessible to the online questionnaire (Parent View). During the inspection 99 responses became available and all were taken into account. Inspectors reviewed one letter received from a parent and 48 staff responses to a questionnaire.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on current students' progress, planning and monitoring documentation, minutes of governors' meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.

Inspection team

Andy Swallow, Lead inspector

Additional Inspector

Janet Peckett

Additional Inspector

Bernard Robinson

Additional Inspector

Tudor Griffiths

Additional Inspector

Full report

Information about this school

- Settle College is a smaller-than-average secondary school. It is a non-selective school in an area that includes selective schools.
- The proportion of students for whom the school receives the pupil premium is below the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those that are looked after.)
- Almost all students are White British. Very few are from minority ethnic backgrounds, and very few speak English as an additional language.
- The proportion of students supported through school action is below that found nationally. The proportion of students supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standard, which sets the minimum expectations for students' attainment and progress.
- The school enters students early for GCSE examinations.
- No students follow courses in other schools or colleges. A small proportion follow vocational courses at the school.
- Since the previous inspection there have been many changes in staffing, especially changes to the senior leadership team. A new Principal took up post in September 2013.
- In September 2012, the school was extended to admit Year 7 and 8 students.

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management, including governance, by:
 - ensuring that arrangements to check the impact of teaching on the quality of students' learning, and the progress made by different groups of students in lessons, are evaluated more rigorously
 - regularly providing governors with detailed information about students' progress and the quality of teaching; ensuring all information is compared with the outcomes of other schools and national expectations; providing governors with training so that they can hold senior leaders fully to account for their work
 - analysing the differences made by pupil premium and Year 7 'catch up' funding to determine whether additional actions are worthwhile
 - up-dating arrangements to manage the performance of staff, to ensure that the national standards for teachers are always fully met, all teachers' targets are precise, and professional development opportunities are tailored to individuals' needs
 - tightening procedures to check the effectiveness of sixth-form provision.
- Improve provision in the sixth form so that all students achieve well and so that the proportion of students that reach A* to B grades is at least in line with the national average
- Between Years 7 and 11, improve the quality of teaching even further so that much more is outstanding by:
 - ensuring that all teachers systematically check all students' understanding in lessons, matching work closely to take good account of their varying abilities, so that they learn exceptionally well
 - improving the deployment and effectiveness of teaching assistants in lessons.

Inspection judgements

The achievement of pupils is good

- The proportion of students achieving five or more GCSEs grades A* to C, including English and mathematics, is constantly above average, and sometimes well above average. This means that, over time, students make good progress, given their variable, but usually broadly average starting points. As a result their achievement is good.
- Across Years 7 to 11, more students make expected progress than seen nationally in both English and mathematics. In English, students achieve particularly well, with a high proportion going beyond national expectations. In mathematics, the number of students making better than expected progress is close to the national figure.
- The vast majority of students achieve well across most subjects in Years 7 to 11. Inspection evidence shows that many students develop strong speaking and listening skills, read widely and fluently, and write confidently in different scenarios, and for different audiences. Students' mathematical skills are equally well honed, and used to especially good effect in science and technology.
- The small proportions of students studying vocational qualifications achieve well.
- Almost all groups of students, including disabled students and those with special educational needs, make good progress. The school is aware that some boys do not achieve as well as they might in some subjects, including English, and is taking action to increase their rates of progress, with some impact to date.
- Students for whom the school receives the pupil premium funding achieve well. They make good progress in lessons because of the good teaching. This ensures that their attainment, including those known to be eligible for free school meals, is in line with other students in school, and above similar students nationally. The impact of any additional support made available through pupil premium funding, is unclear. This is because senior leaders have not assessed, to date, the effectiveness of actions taken. As a consequence, they are unaware which arrangements work particularly well, and need to continue to raise even further levels of achievement.
- The most-able students learn and make better rates of progress than seen nationally. They reach at least national standards in many subjects, including English and mathematics.
- The small number of students entered early for GCSE examinations does not limit the attainment of the highest grades.
- The school promotes equality of opportunity well across Years 7 to 11, ensuring that all groups of students have access to good teaching, and providing well-conceived additional support for those at risk of falling behind. For example, pupil premium and Year 7 'catch up' funding has been used to provide more one-to-one teaching and learning opportunities, and to secure additional staffing so that some students can learn in smaller groups. The differences that these actions make have yet to be assessed. Consequently, senior leaders are uncertain about which specific arrangements to pursue, to accelerate improvements in the future.
- In the sixth form, increasingly good teaching, and an appropriate curriculum, ensures that many students now reach their targets.
- In 2012, standards in the sixth form fell, with Year 12 and 13 outcomes well below average, representing underachievement by many students. In 2013, Year 12 and 13 standards rose significantly, largely as a result of improved teaching. The vast majority of Year 12 and Year 13 students now make expected progress. Not enough Year 13 students reach A-level A* to B grades and achieve well, because in some subjects teaching is not yet sufficiently demanding.

The quality of teaching is good

- Teaching is good across Years 7-11, although there are few examples of outstanding practice. As a result, most students make good progress and achieve well.

- Teaching is improving, and is increasingly good, in many subjects, in the sixth form. For example, in a Year 13 history lesson, students were eager to research individual aspects of the political, economic and social climate of Germany at the outbreak of the First World War, then share their findings with their peers.
- Teachers are very conscientious and highly committed. They have good subject knowledge, keep themselves up-to-date about new developments, and readily share their expertise with each other. The vast majority have high expectations and plan lessons to interest learners of all ages and abilities. They create good relationships in lessons throughout the school so that most students enjoy their learning. Even though all leaders do not rigorously check, the quality of teaching is still good overall.
- A range of interesting activities and experiences excites and motivates students across the curriculum. For example, in a Year 10 science lesson on the importance of salt, students collaborated enthusiastically in groups to determine the different everyday uses, and effects, of this common mineral.
- In the most effective lessons teachers routinely check students' understanding, intervening as required, with notable impact, on the quality of learning. Increasingly, they provide opportunities for students to discuss and question, developing their confidence to use specialist terms when expressing views. In scenarios that require accurate mathematical understanding they ensure students are confident in measuring and calculation skills, and in representing key data in graphs and charts.
- In a very small minority of lessons across the school, teaching requires some improvement. This is where students are provided with the same work regardless of ability, and where some teachers do not check sufficiently on their progress, seldom adapting activities to meet their changing needs. Not all teaching in the sixth form provides enough challenge to enable students to reach the highest outcomes.

The behaviour and safety of pupils are good

- Around the school, students' behaviour is good, and is sometimes exemplary. Students are polite and courteous to adults and visitors. Parents indicate how much their children enjoy coming to school, and appreciate the different extra-curricular activities and visits on offer. Students say how much they value the time that all adults devote to solving their problems, and contribute to their personal development.
- In lessons, students' attitudes to learning are almost always positive. On occasions, when teaching is not inviting and motivating, the concentration of a few students wanes, and they become restless and overly chatty.
- The quality of pastoral care and welfare arrangements is good. Students indicate that they always feel safe in the school. Pastoral staff secure very effectively the well-being of students whose circumstances may render them vulnerable.
- Most students are fully aware of unsafe situations and show confidence in dealing with them, should they occur. They are assured in talking about cyber and homophobic bullying, and are active in preventing bullying from happening on a daily basis.
- Attendance is high, and exclusions are low.

The leadership and management requires improvement

- As a result of significant changes in staff, including senior leadership, and the considerable extension of the school to admit Year 7 and 8 students, some of the school's routines and procedures have lapsed.
- Senior leaders have not kept the sixth form under close enough review and standards fell significantly during 2012. Support from the local authority has helped the school to identify and address key post-16 areas for improvement. Actions taken to improve students' achievements

are paying off, as seen in the improved results in 2013. However, not enough sixth-form students still make good progress, because teaching in some subjects does not provide sufficient challenge.

- The monitoring of teaching relies too heavily on lesson observations, and does not consider sufficiently students' progress information, to present an accurate view of teaching over time. Feedback to staff is not always helpful in identifying precisely how teaching can be further improved, so that more is outstanding.
- Plans for improvement do not feature sufficiently precise targets and measures with which to determine the impact of key actions. For example, not all leaders and managers have identified specifically the outcomes that will show whether inconsistencies in teaching are reducing.
- Arrangements to manage the performance of staff have not been updated to take into consideration the national standards for teachers, and not all teachers' targets are sufficiently precise and challenging. Although staff access many professional development opportunities, they are not always well matched to improve the achievement of students where it is in most need.
- Inspection evidence does not fully support the view that the right decisions are made about teachers' movements up the salary scale, on the basis of reliable information about the quality of their teaching.
- In a short time, the new Principal has taken stock of where the school is, and shows confidence in addressing the improvements required in leadership and management. Senior leaders and governors are fully supportive of her ambitions to raise achievement further, and to realise overall outstanding provision and performance.
- The school's curriculum is well matched to students' needs. There is a good range of academic courses, underpinned by the school's former technology specialisms, and a small number of vocational opportunities delivered on the school's site. Links with schools in Europe, Japan and Sri Lanka, extensive sporting, musical and performing experiences, and an abundance of extra-curricular activities, make strong contributions to students' spiritual, moral, social and cultural development.
- Parent View indicates that a large proportion of parents would wholeheartedly recommend the school.
- Good partnerships exist within The Three Peaks family of local schools, the Northern Lights Teaching School Alliance, colleges of further education, universities and community services.
- Senior leaders actively seek external perspectives on the school's work. For example, the local authority has provided timely support, to help to address shortfalls in teaching in the sixth form.
- **The governance of the school:**
 - Governors are very conscientious, and committed to delivering the best provision for all students. They ensure that safeguarding arrangements meet requirements
 - While governors are keen to understand how well the school is doing, and are confident in challenging the school's senior leaders, they do not receive enough detailed information about the school's performance to do so effectively.
 - They do not compare the school's overall performance, or that of different groups of students, with the performance of other schools or with nationally published information, and so are unclear as to whether students' achieve well and reach full potential.
 - While governors have authorised additional staffing for small groups, as part of the allocation of pupil premium and Year 7 'catch-up' funding, they have not reviewed the impact of these arrangements on improving students' achievement, and ensuring that they achieve as well as other students.
 - Arrangements for the annual review of the Principal's performance are appropriate. In addition, governors are aware of the salaries of all staff, together with decisions taken about individual teachers' applications for promotion.

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	121689
Local authority	North Yorkshire
Inspection number	425681

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	684
Of which, number on roll in sixth form	127
Appropriate authority	The governing body
Chair	Rosemary Rees
Headteacher	Michele Costello
Date of previous school inspection	26 April 2010
Telephone number	01729 822451
Fax number	01729 823830
Email address	admin@settlecollege.n-yorks.sch.uk

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