

# Selby High School Specialist School for the Arts and Science

Leeds Road, Selby, North Yorkshire, YO8 4HT

**Inspection dates** 19–20 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students make good progress, particularly in English, mathematics and science.
- As a result, students' attainment has risen each year for the last seven years and is now above the national average at GCSE.
- Good teaching, and some that is outstanding, enables the students' good progress.
- The vast majority of students are keen to learn and this assists their good progress in lessons and their desire to improve their work.
- Students' behaviour around the school is good. Students are friendly and courteous.
- Students say that they feel safe in school and know who to go to should they need help.
- The governing body, senior leaders and some subject leaders have acted decisively to improve the school's work since the previous inspection. As a result, students' achievement and the quality of teaching have improved from satisfactory to good.

### It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Some teachers do not question students closely enough to develop their thinking.
- Teachers do not always ensure that students have the skills or opportunities to find things out for themselves.
- Teachers do not always make it clear to students how to improve their work or check that they have done this.
- Some subject leaders do not check closely enough how well students are doing or hold teachers to account.

## Information about this inspection

- Inspectors observed 58 lessons of which 16 were joint observations with senior staff.
- Inspectors examined information on students' performance for the school year 2011/12. They looked at detailed information provided by the school on its results for 2012/13 and on current students' learning and progress. Inspectors also looked at work in students' books.
- Meetings were held with a representative of the local authority, members of the governing body, staff and groups of students.
- Inspectors took into account 46 responses to the online questionnaire (Parent View) and more than 400 responses to a questionnaire sent to parents by the school immediately before the inspection.
- The inspection team observed the school's work, examined minutes of governing body meetings and considered the school's own and external evaluations of its work.
- Records relating to attendance and behaviour, information on the quality of teaching and the performance of staff were also scrutinised.

## Inspection team

Liz Godman, Lead inspector	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Anthony Nicholson	Additional Inspector
Alison Thomson	Additional Inspector
Pamela Hemphill	Additional Inspector

## Full report

### Information about this school

- This school is larger than most secondary schools.
- The school is currently going through a period of building work and extension.
- The proportion of students known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children looked after by the local authority and children of military personnel) is below average.
- The proportion of students supported at school action is a little below the national average.
- The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- The vast majority of students are from White British heritage backgrounds.
- A small number of students attend off-site provision at Selby College on a part-time basis. They follow vocational programmes leading to an initial qualification, for example, relating to engineering.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by ensuring that in all lessons:
  - teachers ask more searching questions to ensure that students think deeply about their learning
  - all teachers provide more opportunities for students to develop the skills they need to find out things for themselves
  - students are clear about how to improve their work and that they respond to the teachers' marking and advice.
- Share the expertise of the most effective subject leaders in order to:
  - develop the skills of all subject leaders in checking the attainment and progress of all groups of students
  - ensure that all subject leaders hold teachers to account for students' achievement.

## Inspection judgements

### The achievement of pupils

is good

- Students join the school with broadly average skills, make good progress and leave with GCSE results that are above average, indicating good achievement overall.
- Examination results have improved significantly since 2011. In GCSE examinations taken in 2013, the proportion of students gaining five A\* to C grades, including English and mathematics, showed further improvement on the 2012 results. The 2012 results show that significantly more students than nationally gained A\*-C grades in mathematics, science and humanities subjects.
- English results in 2012 were also above average but this was not as marked. However, the 2013 English results showed further improvement and were well above the national average.
- The performance in some other subjects, for example, French and design and technology was weaker.
- There is no evidence that students' performance has been adversely affected by early entry for GCSE examinations. Early entry has provided a focus for students, as well as enabling some to go on to additional higher qualifications, for example, further mathematics.
- Students make good progress in most lessons because the work they are given is adjusted to their needs. This is most marked in the higher sets, where the most able students are challenged and many are making very rapid progress towards their high targets.
- Students speak clearly and confidently and most read and write fluently. Students' mathematical skills are good and they are able to use them accurately in other subjects.
- All groups of students make good progress, illustrating the school's actions to ensure equality of opportunity
- Students, particularly in Years 7 and 8, receive additional help with reading where this is needed. This is aiding their good progress in reading. The reading of those targeted for additional help, including the Year 7 catch-up programme, shows particularly marked gains.
- Students known to be eligible for the pupil premium do not do as well as other students, although they make the same good progress as other students given their starting points.
- In English in 2012, their average attainment was the equivalent of two-thirds of a grade lower than that of other students and in mathematics it was approximately one grade lower. In 2013, this gap narrowed to about half a grade in English, but was broadly the same in mathematics.
- The attainment and progress of current Year 11 students known to be eligible for the pupil premium is improving. Information provided by the school indicates further narrowing of the gap in attainment between these and other students.
- Disabled students and those who have special educational needs make good progress, because they receive good additional help, enabling them to take part with others in the class.
- Students who attend college courses away from the school are gaining increased confidence and practical skills, helping them to go on to further training and employment when they leave school. Information provided by the school shows a marked increase over several years in the number of students in further education, employment or training.

### The quality of teaching

is good

- Good teaching is ensuring the students' good progress. There is some outstanding teaching, but also a small amount that requires improvement.
- Teaching in English, mathematics, science and the humanities is securely good and is enabling students to make good progress and to achieve well in these subjects.
- Most teachers have high expectations and plan lessons which enable the students to extend their knowledge and to develop their skills.
- Where teaching is outstanding, teachers' questions enable students to give well thought out answers. In these lessons, students are able to work by themselves or with others. This enables

the most able students to work at the highest levels.

- Where teaching is less effective, the teacher accepts the first correct answer from the students and does not ask further questions to encourage students to think more deeply.
- Similarly, in some of these lessons there are fewer opportunities for students to work by themselves. In addition, some students do not have the skills to use the time well and their involvement and interest decrease.
- Students' work is marked regularly and accurately. The more effective marking tells the students how to improve their work and the 'even better if...' comments tell them how to reach the next level. Some marking by both teachers and other students is more general so that students are unclear as to how to do this or do not respond to the comments or advice given.
- Reading, writing, communication and mathematics are taught well and enable students to develop good skills in these areas. Reading is taught particularly well and students read widely using the good range of books, computers and school displays.
- Relationships are consistently positive. Students respond quickly when teachers ask for their attention. Learning is very rarely disrupted by unacceptable behaviour.
- Students with special educational needs and those eligible for the pupil premium are taught well. Effective additional help and targeted programmes are matched closely to individual needs and enable the good progress of these students.

### **The behaviour and safety of pupils are good**

- Students' good behaviour in lessons contributes to their good progress.
- Some students, particularly the most able, are exceptionally eager to learn and to do as well as possible.
- Others are keen to learn and rarely misbehave, but their attention occasionally wanders, particularly when the teacher has not made it clear as to what they should do next.
- Students show good respect for one another and for all staff.
- Despite the current building work, narrow corridors and some small temporary classrooms, behaviour around the school is generally calm and orderly. Students are almost always very polite and friendly.
- Students say that they feel safe in school. They report that bullying and name-calling or other unacceptable language are rare, but that if any incidents do occur they know who to go to for help and adults deal with it swiftly. They are aware of the different forms that bullying may take, including cyber-bullying.
- Disabled students and those with special educational needs told inspectors that they feel happy and safe and that they would recommend the school to others because of this.
- Of the parents who responded to the questionnaires, almost all agree that their children are happy and safe at school.
- There are clear improvements over time in the behaviour of students with particular behavioural needs. The number of exclusions has shown a clear reduction over the last few years.
- Attendance is currently above average and shows marked improvements each year due to the school's emphasis on its importance for good progress.

### **The leadership and management are good**

- The exceptionally strong and determined leadership of the headteacher, senior leaders and the governing body has ensured the school's secure and sustained improvement since the previous inspection. As a result, achievement and teaching have improved from satisfactory to good and the school's overall effectiveness is good.
- Senior leaders make close checks on the progress that all students are making and use this information very well to improve the quality of teaching. For example, leaders recognised that

students' performance in English had not been as good as in mathematics and science and took concerted steps to rectify this. As a result, the school's performance in English showed further improvement to well above average between 2012 and 2013.

- Senior leaders and most subject leaders have a highly accurate view of the quality of teaching. This information has been used well to ensure that staff receive suitable support and training. In addition, the headteacher takes decisive and effective action to improve the performance of all staff and to make sure that it is as good as it should be.
- As part of the school's drive to improve the quality of teaching, considerable responsibility has been placed on subject leaders to improve teaching and achievement. Most subject leaders and staff have risen to this challenge, but leaders recognise that the rigour with which these changes have been implemented vary both within and between subject departments.
- This is because some subject leaders are less skilled or less thorough in checking the attainment and progress of all groups of students and in ensuring that they hold teachers to account for this. As a result, a small amount of teaching in some subjects still requires improvement.
- The range of subjects and experiences provided by the school give students a secure grounding in the skills of English and mathematics and provides them with the range of qualifications they need to move successfully into further education or training.
- Students are particularly appreciative of the wide range of clubs and additional sports and arts activities that the school offers and of the fact that all students, irrespective of their backgrounds, abilities or disabilities are able to take part.
- The school promotes students' spiritual, moral, social and cultural development well. Students get on well together. The content of lessons and displays around the school indicate its particular strength in promoting moral and cultural understanding.
- The vast majority of parents who responded to the questionnaires and students who spoke with inspectors would recommend the school to others.
- Safeguarding procedures meet requirements. The school is vigilant in helping students whose circumstances make them vulnerable.
- The local authority provides good support for the school and confirms the accuracy of the school's own evaluations of its strengths and areas for development.
- **The governance of the school:**
  - The governing body is highly ambitious and is striving for the school to be outstanding. In light of this, it has restructured its committees to ensure the highest degree of challenge to the school's leaders. The governing body recognises where further work is needed, for example, in developing the skills of subject leaders. Members of the governing body have an exceptionally clear understanding of students' achievement and of the quality of teaching because they visit often to see the school at work. The governing body also knows precisely how the school's finances are used and to what effect, for example, in closing the gap in the attainment of those known to be eligible for the pupil premium and other students. Similarly, governors help to ensure that only good or better teaching is rewarded with promotion or additional pay.

## 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

<b>Unique reference number</b>	121702
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	425883

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,105
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Grant Gibson
<b>Headteacher</b>	Paul Eckersley
<b>Date of previous school inspection</b>	28 September 2011
<b>Telephone number</b>	01757 703327
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