

Graham School Science College

Woodlands Drive, Scarborough, North Yorkshire, YO12 6QW

Inspection dates 11–12 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Over the past three years, students' achievement in English and mathematics has been inadequate.
- Teaching is inadequate as it has led to inadequate progress for students over time.
- Teachers' expectations are too low. They do not always set work that matches students' capabilities. In too many lessons, the most able students are set work that does not challenge them.
- Behaviour is inadequate as a significant minority of students show a lack of respect for staff. High numbers of students are excluded from school.
- Attendance is consistently low for those students supported by pupil premium funding, those with special educational needs and students supported at school action or school action plus.
- Leadership and management are inadequate as the actions they have taken have failed to rapidly improve the quality of teaching, standards of behaviour, or students' achievement.
- Subject leaders and year group leaders have not been held to account for their areas of responsibility by senior leaders.
- Leaders and managers have been overly positive when checking the quality of teaching. They have failed to link the decline in standards to the quality of teaching.
- There has been an unrealistic view of the school's performance by senior leaders.
- Governors have failed to challenge the headteacher sufficiently over the past three years for the school's performance.
- Additional government funding to support students who need extra help has not been used effectively.

The school has the following strengths

- Students say they feel safe in school. .
- There is a small proportion of teaching that is good and outstanding.

Information about this inspection

- Inspectors observed 41 lessons given by 40 teachers. Four observations were undertaken jointly with senior leaders. In addition, inspectors visited tutor group sessions.
- Inspectors spoke to three groups of students about their learning in lessons and their safety in school. Inspectors also listened to some students reading.
- Meetings were held with the four governors, school staff and two representatives of the local authority. Inspectors also looked at the school’s review of its performance, its development plan, subject development plans, school policies and the minutes of governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at students’ work in lessons and analysed a sample of students’ books from English and mathematics.
- Inspectors analysed the 42 responses to the online questionnaire (Parent View) and 66 questionnaires completed by staff.

Inspection team

James McGrath, Lead inspector	Additional Inspector
Graeme Clarke	Additional Inspector
Alexandra Hook	Additional Inspector
Christine Kennedy	Additional Inspector
Catherine Laing	Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), 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 in the school.

Information about this school

- This school is much larger than the average-sized secondary school. The school has two sites; with students in Years 7 and 8 at one and those in Years 9, 10 and 11 at the other.
- The proportion of girls in school is below average.
- The proportion of students known to be eligible for support through the pupil premium is above 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 children who are looked after by the local authority.
- Most students are White British. With very few exceptions, students speak English as their first language.
- The proportion of students with special educational needs and supported through school action is average. The proportion of students supported at school action plus or with a statement of special educational need is also average.
- The proportion of students joining or leaving the school at other than the usual times is well-above average.
- The alternative providers used by the school are Yorkshire Coast College, Scarborough Pupil Referral Unit and Futureworks.
- The school is designated as a specialist school for science and the performing arts.
- The school holds the Artsmark Award and is an Achievement for All partner school.
- Since the last inspection, the school has amalgamated with another local school and was enlarged following the closure of that school.
- The current headteacher retires on the 31 December 2013 and a new headteacher has been appointed to start at the beginning of January 2014.
- The school meets the government's current floor standard, which sets the minimum expectations for students' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good and enables students to reach higher standards and achieve well, by ensuring that all teachers:
 - plan and set work that matches the needs and abilities of students
 - have high expectations of what students can achieve
 - challenge the most able students more effectively so that they make better progress
 - focus on helping students to practise, develop and improve their literacy and presentation skills
 - plan interesting lessons that motivate students to learn well and to improve their behaviour
 - mark students' work regularly and provide specific advice on how they can make improvements
 - require their students to act upon the advice given in marking
 - question skilfully in lessons to check how well students understand their work and to push

their learning on further

- manage more effectively the learning of students with special educational needs and those eligible for support through the pupil premium so they can all make at least good progress.

■ Improve students' behaviour and safety, by:

- managing behaviour more consistently to improve students' attitudes to learning and to reduce the number of exclusions
- ensuring that all groups of students attend school regularly so they do not miss learning time
- improving students' attendance at school; in particular, the attendance of pupils with special educational needs and those eligible for support through the pupil premium.

■ Ensure that senior leaders and governors drive improvement effectively, by:

- focusing relentlessly on developing the quality of teaching and learning and improving the standard of students' behaviour
- eradicating teaching that presently requires improvement or is inadequate
- ensuring that all subject leaders monitor the quality of teaching accurately and link it securely to students' progress
- making sure that all subject leaders provide accurate assessment information to senior leaders so that underachieving students can be identified swiftly and appropriate action taken to improve their learning
- using performance management to hold all staff to account for their responsibilities in order to drive up achievement and improve students' behaviour
- taking swift action should the work of senior leaders, subject leaders and year group leaders fail to bring about rapid improvements in students' achievement and behaviour
- ensuring that pupil premium funding is used effectively to overcome barriers to developing higher standards and better behaviour
- ensuring that the school's information on attendance and exclusions can be compared to national statistics very readily so that weaknesses can be identified and greater challenge and focus can be given to particular groups of students
- ensuring that governors hold the headteacher to account much more effectively for the quality of teaching, students' achievement and their behaviour.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Ofsted will make recommendations on governance to the authority responsible for the school.

Inspection judgements

The achievement of pupils

is inadequate

- During the past three years, students' achievement in English and mathematics has been inadequate. Students have made too little progress from their starting points.
- From average levels of attainment on entry to the school, those students leaving Year 11 in 2013 reached standards that were well-below average in English, mathematics, languages and humanities. The proportion of students attaining five or more GCSE grades A* to C including English and mathematics was well-below average.
- Students have underachieved in humanities and languages for the past two years and in science in 2013.
- The few students who attend off-site provision make the progress expected of them on their courses.
- Girls make better progress than boys, but their progress is still inadequate.
- In many subjects, the proportions of students attaining grade C or better in their GCSE examinations is too low. Teachers' low expectations result in too few of the most able students attaining the highest GCSE grades.
- Senior staff and middle leaders have not linked weak teaching to the lack of progress being made by the vast majority of students.
- Students supported at school action do make good progress due to good support they receive. However, the progress of those supported at school action plus is inadequate as their attendance is exceptionally low and arrangements to support their learning in class are not effective.
- The achievement of students supported by the pupil premium is inadequate as they make too little progress as they move up through the school due to weak teaching, poor attendance and poor behaviour.
- Of those students supported by the pupil premium, a large number are known to be eligible for free school meals. By the time they leave school, they attain one grade below others in school in both mathematics and English. From 2012 to 2013 the gap between these and other students in school widened in the proportions attaining five or more GCSE grades A* to C including English and mathematics. This indicates a lack of equality of opportunity for these students because their learning needs are not being met.
- Teachers are predicting improvements in results for all students in 2014. However, their predictions have not always been accurate in previous years.
- An emphasis on reading in tutor time is beginning to show signs of success for Year 7 students. However, a lack of emphasis on the development of reading and writing in subjects other than English has slowed the development of literacy skills, particularly for students in Years 8 and 9.
- The school does not enter students early to GCSE examinations.

The quality of teaching

is inadequate

- Inadequate teaching over time has led to almost all groups of students underachieving. In particular, disabled students and those with special educational needs, those for whom the pupil premium provides support, and the most able students, are all making inadequate progress.
- The majority of teaching seen during the inspection required improvement or was inadequate. Far too much teaching is not good enough.
- Teachers' planning does not meet the differing needs and abilities of students. In too many lessons, there is a one-size fits all approach where the work is too easy for some and too difficult for others. This leads to student dissatisfaction, a lack of interest and some poor behaviour.
- Teachers do not have high enough expectations of the most able. The work they set does not get the best out of these students, resulting in a lack of progress for them. The quality of

marking is inconsistent. Although the majority of books are marked regularly, teachers do not always provide specific guidance on how students could improve their work. Students rarely respond to teachers' comments for improvement in their books. Teachers do not insist that students respond to their comments to improve their work. This slows student progress because they are not given the opportunity to correct their mistakes.

- In subjects other than English, teachers do not always give students opportunities to develop their reading. Teachers do not focus well enough on punctuation and grammar to improve the quality of students' writing. Presentation is weak in many books.
- A limited range of questioning by teachers results often in short responses from students. Questions are not used systematically by teachers to check students' understanding or to develop their thinking further.
- Too much teaching is dull, uninspiring and does not excite students. Teachers do not always exhibit a passion and enthusiasm for their subject. Students say this is typical. In these lessons, students lose interest quickly and this leads to misbehaviour that is not always managed consistently well by teachers.
- The role of teaching assistants in lessons is not always managed effectively. Consequently, their contribution is variable and often inadequate in supporting students' learning. Their work is not checked well enough by teachers.
- There is some good and outstanding teaching in the school. Where it does occur, for example in art and music, students are motivated to play a full part in activities, are enthusiastic, and enjoy the challenges given to them by their teachers. In these lessons, progress is good and learning moves forward quickly.

The behaviour and safety of pupils are inadequate

- Behaviour is inadequate as the attendance of some groups of students is too low and the number of students excluded is too high.
- Attendance is consistently low for students supported by the pupil premium and for those students supported at school action and school action plus. School records show that there has been some improvement in overall attendance since September 2013, but this is not due to any significant improvements in attendance for these particular groups of students. There are still far too many of these pupils who are persistently absent from school.
- Exclusions have reduced over the past two years but they still remain above the national average. Those students supported by the pupil premium, and those supported at school action or school action plus, are still excluded in large numbers. The main reason for exclusions is the disrespect shown by students towards staff.
- Students' attitudes to learning are variable. In the very best lessons, they are at least good and students make a strong contribution to their learning. However, when teaching is not good students do not concentrate on their work and their progress is hindered. When teaching is inadequate, students do not respond well enough to their teachers' instructions and their behaviour stops the flow of the lesson.
- Around the school and at break and lunch times, students are generally polite and behave safely. They are confident when discussing their views about school with adults. They are well supervised in dining rooms and behave appropriately.
- Students know all the forms that bullying can take and are clear about the actions they need to take in order to stop it happening. When bullying does occur, they are confident that the school deals with it effectively.
- Students say they feel safe in school. Through the school's programme of personal, social and health education, they know how to assess risk and take appropriate action to keep themselves safe. They have a good understanding of internet safety.

The leadership and management are inadequate

- The leadership of the headteacher is ineffective as it has not secured essential improvements in the quality of teaching, the standard of students' behaviour or students' achievement.
- Self-evaluation has been overly positive and leaders have not used national examination data to support their judgements. For example, the school's exclusion information is not yet organised effectively to allow easy comparisons to be made with national information so that necessary actions can be identified and taken. Furthermore, leaders do not carry out enough analysis of attendance data to identify the effects of their actions or to review the effect of their work on levels of absenteeism and persistent absenteeism.
- Subject leaders' planning is not sufficiently robust to ensure that there is a concerted effort to improve achievement for all groups of students. Some subjects do not address all of the school's key priorities.
- Some leaders are not yet judging the quality of teaching accurately. When checking the quality of teaching, senior leaders and subject leaders have been too generous and have not linked students' outcomes well enough to the quality of teaching. A lack of focus on improving teaching has led to underachievement for many students.
- The checks on leaders' and teachers' work are not robust. The performance-management targets set by the governing body for the headteacher, and by senior leaders for teachers, have failed to hold staff to account for the decline in students' achievement over the past three years.
- Subject leaders and other middle leaders have only just started to accept their accountabilities and responsibilities. Senior leaders have been too tolerant of this lack of acceptance and have not acted swiftly enough. For example, it has taken an inordinately long time to ensure that year group leaders take responsibility for students' attendance.
- The pupil premium funding has been used ineffectively. It has not secured improvements in achievement and attendance for the groups it is intended to support.
- The curriculum offers a good range of subjects and activities for students. However, it is not effective as many students are still not developing their literacy and mathematical skills effectively. Many are leaving school inadequately prepared for the next stage of their education.
- The school's promotion of students' spiritual, and cultural development is appropriate and gives opportunities for students to reflect on other cultures through work in religious education and consider the impact of the Holocaust in history lessons.
- The local authority has supported the school since September 2011. While there has been some positive impact, as yet there has been no sustained improvement to the quality of teaching and learning. Therefore, the local authority's support has not been effective. The local authority has instigated a programme of intensive support for the school which includes support for governance. Consequently governors now have more appropriate skills to begin to hold senior leaders to account for their responsibilities.
- The school's arrangements for safeguarding meet statutory requirements.
- Newly qualified teachers may not be appointed to the school.
- **The governance of the school:**
 - Over time, governors have not been sufficiently diligent in holding the school to account for students' achievement and the quality of teaching. Performance management has not been rigorously linked to pay progression for teachers. They have not required the school to rigorously check the impact of pupil premium finances on the achievement and attendance of those students in receipt of the funding. At the time of the inspection the school's website did not meet statutory requirements.
 - Since summer 2013, the governing body has been re-established. It has been strengthened with the appointment of new governors with wide-ranging experience in education and other professions. They are putting structures in to place to hold leaders to account and to get to know the workings of the school in detail and are challenging the school to do better. These

changes are recent and the impact on improving teaching, students' achievement and behaviour, and all levels of leadership in school is yet to be seen. Similarly, these recent changes have yet to bring about improvements in the achievement or behaviour of those students eligible for support through the pupil premium.

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	121675
Local authority	North Yorkshire
Inspection number	412827

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	1340
Appropriate authority	The governing body
Chair	Steve Scott
Headteacher	Garry Hancock
Date of previous school inspection	16 September 2009
Telephone number	01723 366451
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