

Goole High School Academy of Excellence

Centenary Road, Goole, DN14 6AN,

Inspection dates

10–11 December 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Inadequate teaching over time and changes in staffing have resulted in students' significant underachievement, especially in mathematics, science and humanities.
- By Year 11, students' standards are well below average. Too few achieve five GCSE A* to C grades including English and mathematics.
- The sixth form is inadequate. Students underachieve at AS and A levels and so standards are well below average.
- Too much teaching requires improvement to raise achievement quickly. Teachers do not ensure work is well matched to students' needs. Marking fails to inform them of the improvements that are needed.
- Learning is often too narrow. Too much emphasis is placed on answering examination questions rather than on building up knowledge and skills and applying them.
- Too often, expectations of the quality and quantity of students' work are far too low.
- Students do not get enough opportunities to practise their literacy and numeracy skills across the curriculum.
- Attendance rates are low and hamper the pace of some students' progress.
- Students' attitudes to learning are too variable. Staff's expectations of students' behaviour are not high enough; they do not implement the academy's behaviour policy consistently.
- Leadership and management are ineffective in improving teaching and achievement. Improvements are too slow and insecure.
- Leaders at all levels do not rigorously check their impact on improving achievement. Middle leaders do not have full responsibility or accountability for their areas.
- The board of directors does not have all of the training or skills it needs to hold the academy to account and enable it to improve quickly.

The school has the following strengths

- Students made good progress in English in 2013 and standards rose considerably.
- Students studying BTEC courses make good progress.
- Students feel safe in the academy.

Information about this inspection

- The inspectors observed 37 part lessons taught by teachers, of which six were observed jointly with individual members of the senior leadership team. The inspectors also observed students at break and lunchtimes, talked with many students in lessons, and observed intervention and mentoring groups.
- The inspectors held meetings with senior and middle leaders, four groups of students and the Chair and vice-chair of the Board of Directors.
- The inspectors analysed the 33 responses to the online questionnaire for parents (Parent View). They took the findings of the 72 staff questionnaires into account in conducting the inspection.
- The inspectors looked at the academy’s work, including the information provided about the standards and progress of students. They checked the academy’s records of the quality of teaching, looked at samples of students’ work, and analysed policies relating to the safeguarding of all groups of students, including those relating to behaviour and attendance.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Lynne Selkirk	Additional Inspector
Stephen Rodchester	Additional Inspector
Judith Gooding	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

- Goole High School Academy of Excellence became an academy in September 2011 and a multi-trust academy in September 2013. When its predecessor school, Goole High School, was last inspected by Ofsted it was judged to be satisfactory.
- The academy is divided into three smaller schools, each with a distinct purpose to deliver learning in a way that suits each student best and in courses that cater for their abilities and aspirations. Each school has a headteacher and a progress director, overseen by two executive headteachers. All students attend the Prep School in Years 7, 8 and 9. From ages 14 to 19, they are educated in either the 14 to 19 Academy or the 14 to 19 Training School. The schools are brought together under the umbrella of the Goole High School Community Trust. There is a fourth school, The Create Studio School, which is inspected separately.
- The academy is of average size, compared to other schools of its type. This year it was over-subscribed for the first time.
- The proportion of students supported through the pupil premium (additional government funding for children looked after by the local authority, those from service families and students known to be eligible for free school meals), is above average.
- Most students are of White British heritage and speak English as their first language, although the proportion of students speaking English as an additional language is increasing.
- The proportion of disabled students and those who have special educational needs supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- No students are now entered for national examinations until Year 11.
- The academy uses an alternative place, the Waterways Museum, for a small number of students to learn away from school.
- There has been a lot of new staffing in recent times.

What does the school need to do to improve further?

- Improve the quality of teaching in all subjects from Years 7 to 13 so that it is consistently good or better and accelerates the rate of progress of all groups of students, by ensuring that:
 - information about the levels at which students work is used carefully to plan activities that challenge them accurately, interest them and enable them to reach their potential
 - teaching builds up students' knowledge, understanding and skills, so that they broaden their learning and can apply what they know
 - teachers have consistently high expectations of the quality and quantity of students' work, including very regular opportunities to write at length, and in presentation, spelling and grammatical accuracy
 - the development of students' literacy and numeracy are consistently incorporated into all

learning, based on a whole-school policy that all staff follow.

- Improve students' behaviour, attitudes to learning and attendance throughout the academy, including that of sixth-form students, by making sure that:
 - all staff have high expectations of students' behaviour and attitudes to learning, supported by consistent use of the behaviour policy
 - all students understand the link between attendance and progress and the importance prospective employers give to good attendance
 - all students have individual attendance targets, which are constantly reviewed, with a minimum target of 95%
 - all staff fully understand the link between the quality of teaching and students' attitudes to learning and ensure that teaching engages students and motivates them.

- Urgently strengthen the impact of leadership and management across the academy in supporting good achievement, by ensuring that:
 - leaders at all levels have full accountability for the impact of their individual responsibilities on the quality of teaching, students' achievement and behaviour, and check their impact regularly and rigorously
 - careers information, education and guidance is planned carefully across the academy to enable students to develop the necessary knowledge to make informed choices about their future, and skills in preparing for the world of work, including work experience
 - the governing body has a full and accurate understanding of the performance of the academy so that it is able to hold leaders fully to account

An external review of governance should be undertaken, to include a specific focus on the impact of pupil premium spending, in order to assess how this aspect of leadership and governance can be improved. Ofsted will make recommendations for action on governance to the authority responsible for the academy.

Inspection judgements

- Students' achievement in mathematics, from their well-below average starting points, is inadequate over time. Standards are low and far too few students make the progress expected of them throughout the academy; this shows too little sign of improvement. The gap between the academy's standards in mathematics and those achieved nationally, widened further in 2013. The academy acknowledges that teaching and achievement in mathematics has been very inconsistent over time and it remains so. It is aggravated, as in other subjects and in the sixth form, by students' poor attendance rates.
- Students' progress is also inadequate in the humanities and science. Teaching does not take sufficient account of their needs and is of very variable quality.
- Although, overall, the proportion of students achieving five A* to C grades including in English and mathematics rose in 2013, standards remain significantly below average. A far lower proportion of students than nationally reach expected and higher levels in a wide range of subjects. The academy's data projections suggest students' progress is increasing for students in Year 11 in 2014. However, inspection evidence does not support this overall. Too many students show little interest in learning, and this, along with some teachers' low expectations of what students should achieve, continues to hamper their progress. Too often, the most-able students do not make progress at the pace they could because work is insufficiently demanding.
- Sixth-form students studying AS and A level courses make inadequate progress from their starting points. In 2013, standards at the end of Year 13 were well below average at AS and A level, including in English and mathematics. A significant proportion of students leave after Year 12, particularly those studying English, mathematics and biology. Student retention rates are below average.
- While students supported by a statement of special educational needs make a quicker rate of progress, students supported at school action plus do not make the progress expected of them through the academy, because teaching does not consistently interest them or take account of the ways in which they like to learn.
- Students learning English as an additional language are making at least the progress expected of them because support is well-matched to their needs.
- Many students lack the literacy and numeracy skills to progress as they should, particularly in spelling and grammatical skills and in number work. The Year 7 catch-up funding for students who did not reach the expected levels in literacy and numeracy when they left primary school, pays for additional support, including in reading. As a result, 60% of students reached the required level by the end of Year 7, with the remaining students continuing to receive extra help.
- In the past, students have been entered for the GCSE examinations before the end of Year 11 but the academy's policy now is to enable students to study Key Stage 4 courses for three years. In mathematics, a lower proportion of students than nationally achieve the higher grades of A* to B. Not all of those students who achieve a C grade or above feel they have been given the opportunity to achieve higher grades; rather they study for another GCSE qualification in statistics.
- Half of the eight students studying vocational courses off-site did not achieve their academic goals in 2013, but no analysis has been carried out by leaders as to why this was so.
- English standards improved sharply in 2013, reflecting the academy's main priority to improve students' literacy skills and this represented good progress for all students. However, the academy is very aware that there was a lot of intervention, which contributed to the improved standards. Although inspectors observed some good teaching in English, particularly in Key Stage 4, overall, it remains too variable. Sixth-form students studying BTEC courses made good progress and most completed their courses.
- Pupil premium funding is used to provide targeted support for students in reading, writing and numeracy, including timetabling an additional English and mathematics class and activities to broaden their learning through, for example, music lessons. Although some students supported by pupil premium make good progress, overtime their achievement is inadequate because their

progress is too variable as a result of inconsistent teaching. The gap in the standards attained between those students known to be eligible for free school meals and those who are not widened in mathematics but narrowed in English in 2013 Progress made by students known to be eligible for free school meals lags behind that of other students; for example in English they are five terms behind in their learning and seven in mathematics.

The quality of teaching

is inadequate

- The quality of teaching is too variable to accelerate students' progress throughout the academy and raise standards, including in the sixth form. This is because in a range of subjects there is too much teaching that is inadequate or requires improvement.
- In teachers' determination to raise standards, there is far too much emphasis on students practising examination questions. As a result, learning is narrow and students do not have the chances to build on earlier learning or to enjoy learning.
- Although the academy has a lot of information about the levels at which students work, it is not consistently used in planning work that provides accurate challenge for students of all abilities, especially for students capable of reaching higher levels. Work is often either too hard or too easy, resulting in the pace of learning and students' interest slowing down. It is at this point that behaviour deteriorates and students lose concentration. Some immature behaviour seen in numerous lessons reflects students' lack of interest in learning, particularly the boys.
- Students' progress is hampered by the poor quality and sparse amounts of work completed in some lessons. Work is often very untidily presented and taken together reflects the low expectations of some staff, both of learning and students' behaviour. Overall, students do not have sufficient opportunities to write at length and to practise the skills they have learnt.
- The inconsistency in teaching extends to marking which often is irregular, brief and fails to tell students what they have achieved and the next steps in their learning. When advice is given, and some is very helpful including in English and history, teachers rarely check that students have acted upon their advice.
- Senior leaders know that further development is needed to promote students' literacy, and especially numeracy skills, in all subjects. In lessons observed, there was too little focus by teachers on key words, their spelling and meaning, and, how to use them in sentences.
- Some teaching is good or better. In an outstanding drama lesson, sixth-form students developed an excellent understanding of their respective characters. Through role play and interaction, they extended their thinking and insight.

The behaviour and safety of pupils

are inadequate

- Attendance remains well below average. Though showing signs of improvement since September 2013, it remains too low over time. Students do not all attend regularly enough to enable them to learn well, particularly in Year 11, where attendance rates of some students are particularly low. The proportion of students who are persistently absent has fallen, but is still above average. The academy has a raft of initiatives aimed at improving attendance but they are not yet effective enough in convincing students of the importance of good attendance and its link to progress and employability.
- In lessons which do not engage or challenge students, some show a lack of interest in their work. In several lessons, some students distracted others from their learning because they did not want to learn. Several students were given detentions or sent outside the classroom. Several students and staff agree that behaviour is not managed consistently, which aggravates the situation.
- In contrast, students behave sensibly around the academy buildings and site, including in the dining hall, showing respect for the good facilities and towards each other. They keep themselves and their learning environment smart and tidy. They are delighted with the

opportunities to play table tennis in the outdoor covered facility. Many students enjoy being at the academy and show this in their positive attitudes to both learning and through the responsibilities they are offered, including literacy and sports leaders. Sixth-form students enjoy the responsibility of carrying out dinner duties and the skills they develop through this.

- The academy provides additional support for students who struggle to manage their behaviour. This is leading to improvements in the attitudes of some to learning and school. In support of this, the proportion of students who are excluded permanently from the academy has fallen. The proportion excluded for a fixed term has also reduced.
- Students say they feel safe in school and their parents agree. Although there is a small amount of bullying, the academy makes clear that it is wholly unacceptable, responding firmly to any incidents.
- The students show an appropriate understanding for their age of the potential dangers they may face, especially cyber-bullying and how to manage it. Students have a good awareness of the range of prejudices, including race, religion and homophobia.

The leadership and management are inadequate

- Leaders, managers and governors have been ineffective in improving the quality of education and, as a result, students are not prepared adequately for the next stage of their education or training. The pace of improvement in the quality of teaching and the rates of students' progress is too slow. The academy does not demonstrate the capacity to move forward without support.
- The academy does not have a fully accurate knowledge of its performance and needs. There is too little systematic, regular analysis of data by leaders about the learning of different groups of students. Some leaders are not thorough enough in checking the performance of their areas.
- Middle leaders do not have full responsibility and accountability for the quality of teaching, pace of progress and students' behaviour in their areas. Instead, far too much is done by the two executive headteachers, who worked very hard to ensure standards rose significantly in English last year. However, their ability to move the academy forward quickly is hampered without much more effective input by other senior and middle leaders.
- The academy is focused on improving teaching. All of the staff know the priorities and these are reflected in the academy's development plan. However, this plan is far too detailed. There are too many areas to improve and there is not a strong enough focus on the most pressing priorities.
- Senior leaders' evaluation of the quality of teaching jointly observed during the inspection matched accurately that of the inspectors, but the academy has an over-generous view of the proportion of good and better teaching. It has a high proportion of newly qualified and trainee teachers, all of whom need support. For that reason, and also due to the weaknesses of the academy, newly qualified teachers should not be appointed.
- Teachers are observed in lessons at least twice yearly. Their individual needs are addressed through training to support improvements in teaching and their achievement of their performance management targets. Staff's opinions of the quantity and quality of training, and the opportunities open to them vary. The academy fully understands that all performance management targets must be measurable, challenging, and clear, as most of them already are.
- While a range of courses at different levels are offered, students' learning is often too narrow to enable them to make at least expected progress and adequately develop their literacy and numeracy skills. This is because too much emphasis is placed on answering examination questions rather than on building up knowledge and skills and applying them. Students' attitudes to learning differ between subjects, with students much more motivated when learning involves them. The schools within the academy provide learning that matches students' aspirations, but the variation in the quality of teaching and the accuracy of match of work to the needs of different groups of students, means that the students do not achieve equally well. The academy's efforts to promote equality of opportunity are not effective.
- While students praise the range of after-school activities and visits, they do not feel that they

have had sufficient careers advice over time, including the quality of information about options choices and preparation for work experience and the next stage of their education or training. The Board of Directors and academy leaders are rightly concerned about the number of students choosing post-16 education elsewhere and why this is so.

- The curriculum, including after-school activities, provides adequate opportunities for students to develop their spiritual, moral, social and cultural understanding although opportunities across subjects are not planned as a matter of course.
- The academy works hard to encourage parents in a variety of ways to be involved in its work and with their children's learning. Attendance at parents' evenings has improved, especially in lower year groups and over two hundred parents attended the Year 7 project-based learning activity.
- **The governance of the school:**
 - The Board of Directors does not know the academy accurately enough to be able to help steer it forward. The directors have not had sufficient training to equip them with the necessary skills to support their determination, commitment and tenacity.
 - Directors ask senior leaders challenging questions, including about underachievement. However, they do not find out enough about the academy's performance for themselves so that they are able to challenge it fully and there are few formal links with specific subjects. Governors' knowledge, including about the quality of teaching, is not always accurate. The board knows how pupil premium funding is spent and understands the performance management process and how it relates to teachers' pay, but they do not know the impact of these factors on students' achievement.
 - The Board of Directors helps to ensure that the academy's arrangements for safeguarding the students meet the statutory requirements.

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	137316
Local authority	East Riding of Yorkshire
Inspection number	425893

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

Type of school	Secondary
School category	Academy converter
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	968
Of which, number on roll in sixth form	103
Appropriate authority	The governing body
Chair	Caroline Sturgeon
Co-Headteachers	Danuta Tomasz and Dave Flowitt
Date of previous school inspection	20 September 2011
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