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7 May 2015

Mr Gavin Chappell  
Headteacher  
The Market Weighton School  
Spring Road  
Market Weighton  
YO43 3JF

Dear Mr Chappell

### **No formal designation monitoring inspection of The Market Weighton School**

Following my visit to your school on 6 May 2015 accompanied by Lesley Butcher Her Majesty's Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave us and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the way behaviour is managed at the school.

### **Evidence**

Inspectors considered evidence including:

- observations of students' behaviour and their attitudes to learning in lessons
- observations of students' behaviour throughout the day, including discussion with students
- documentary evidence
- discussions with school leaders and staff.

Having evaluated all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to improve behaviour and secure consistently positive attitudes to learning.

## **Context**

There are 444 students at the school. Almost a quarter of the students are known to be eligible for support through the pupil premium funding. The proportion of students identified as having special needs, supported at school action plus and with a statement of special educational needs are all below average. Almost all students are White British. The proportion of students who join and leave the school other than at the usual times is below average. The headteacher is leaving at the end of this term and a new headteacher has been appointed.

## **Behaviour and safety of pupils**

Students arrive sensibly at the beginning of the day and wait around in small groups chatting to their friends before the bell sounds indicating time for them to move to lessons. Their appearance is smart and tidy and very few students have to be reminded to tuck their shirts in or adjust their ties. Similarly, at the end of the day students leave the building in an orderly manner. There is a good level of supervision at the end of the day to ensure students catch the correct bus.

At break and lunch time students gather together in small groups either inside in their social areas, in the canteen or outside. Students were observed chatting with friends and are clear where they can and cannot eat. Lunchtime supervisors confirm that for the most part students wait their turn and are polite to them and others. Very little litter remains after lunch despite the number of students passing through the canteen in a short period of time. Students understand that they can check their mobile phones during social times but may not do so on other occasions, especially not in lessons. Although there is a high level of adult supervision indoors, the same is not evident outside, especially during inclement weather. Senior leaders recognise the need to ensure that supervision is thorough indoors and outside.

Lesson observations across subjects and year groups show that the vast majority of students move calmly around the building and arrive in good time for their lessons. Again, the vast majority have the correct equipment to use. For the most part students listen attentively to their teachers and work well in pairs and groups. For example, in a Year 7 lesson science lesson, students worked very well together tackling enthusiastically the experiment set for them, talking sensibly and listening to each other's views and suggestions.

There are times though in lessons when students do not exhibit positive behaviour. Teachers do not use the behaviour management system robustly and students take advantage. For example, occasionally there is inappropriate behaviour by a few students which is not confronted with sufficient rigour by teachers. Students are allowed to chatter and inappropriate comments are not challenged. Progress slows as a result. The recently revised behaviour expectations are not always displayed clearly in all classrooms.

Vulnerable students are well supported during break and lunchtimes. A special room where students can eat their food, sit quietly, do work or play games is available for their use. Some students act as mentors so that they can support those students who need additional help.

Recently senior leaders have revised the way behaviour is managed. Staff and members of the school council were involved in devising the code; but the list of behaviour expectations is not displayed clearly in all classrooms. Despite this variation, students and staff report that behaviour is managed much more consistently than before. However lunchtime supervisors have not been involved in the current behaviour management system and thus do not implement the policy when ensuring positive behaviour in the canteen.

Current data show that the number of fixed term exclusions and persistent absence are reducing for all groups of students. The exception, where the reduction is less rapid, is for students who are supported by pupil premium funding. For this group improvements are evident but the proportion of students with fixed term exclusions and persistent absence is high compared to the national figure and their peers. Regular and careful scrutiny of the patterns of exclusions for this group is needed to reduce the figures further. There have been no permanent exclusions at the school.

In discussion with students, they were able to identify how their behaviour and attitudes have improved. They recognise that some staff have worked hard to change their mind set and ensure they do as well as they can in lessons. Students have four personal development days during the year where a variety of topics are covered some of which are followed up subsequently in different subjects. Posters are prominently displayed in the school reminding students that derogatory language and inappropriate attitudes to others whose views may be different from their own is completely unacceptable. However, a few students have yet to be convinced.

### **Priorities for further improvement**

- Make sure that everyone understands that they need to use the behaviour management code consistently particularly when students who are not demonstrating positive attitudes to learning.
- Continue to check that there are regular opportunities in different subjects to reinforce the key messages following personal development days so that students understand diversity and can use the correct language when discussing issues.

I am copying this letter to the Director of Children's Services for East Riding of Yorkshire, to the Secretary of State for Education and the Chair of the Governing Body.

This letter will be published on the Ofsted website.

Yours sincerely

Marianne Young  
**Her Majesty's Inspector**