

# Cottingham High School and Sixth Form College

Harland Way, Cottingham, HU16 5PX

**Inspection dates** 6–7 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Students make expected, rather than good, progress through the school, including in the sixth form.
- Progress is not consistently good. This is because not all teachers use the data they have about students' achievement to plan work that helps them to achieve their potential.
- Students are not always engaged and involved in their learning and this slows their progress down.
- Disabled students and those who have special educational needs do not regularly learn well. Teaching and the tracking of their progress are not checked closely enough to ensure the students' needs are met.
- Expectations of the attendance of all groups of students are not high enough and overall attendance is broadly average in Years 7 to 11.
- Behaviour is not consistently good. There is some degree of inconsistency in the expectations of students' behaviour of a few members of staff and their management of it.
- The sixth form provision requires improvement. It mirrors the rest of the school in the variability of the quality of teaching. Information about students' progress is not analysed sharply enough to promote students' consistently good progress.

### The school has the following strengths

- The headteacher has strengthened leadership and put actions in place that, together with the work of senior leaders, are starting to drive improvements. The school is now in a better position to move forward.
- The governing body has improved and now challenges the school strongly in all aspects of its work and especially teaching and achievement.
- Improvements are emerging. Students make good progress in English, humanities, science and modern foreign languages by the end of Year 11.
- Progress in Key Stage 3 is accelerating because the good systems in place are having a good impact on the pace of learning.
- Students feel secure and safe in school due to their trust in the staff and the good systems in place to keep them safe.
- Overall, students' spiritual, moral, social and cultural understanding is supported effectively through lessons and assemblies, preparing them well overall for adulthood and the world of work.
- Vulnerable students are nurtured throughout the school and make good gains in their personal, social and emotional development.

## Information about this inspection

- The inspectors observed a broad range of teaching and learning throughout the school, including joint observations with the headteacher and individual members of the senior leadership team.
- The inspectors talked with students during lessons and at break and lunch times. They met formally with five groups of students to find out their views about the quality of education they receive at the school.
- The inspectors also held meetings with senior and subject leaders, members of the governing body and a representative of the local authority.
- The inspectors looked at a variety of documentation including information about the achievement of all groups of students in the school. They checked the school’s development plan, scrutinised students’ work, checked records of their attendance, and behaviour and exclusion data, and reviewed policies to help keep them safe.
- In carrying out the inspection, the inspectors took into account the 88 responses to the Ofsted online questionnaire (Parent View), the telephone calls from parents and the 81 responses given in the staff questionnaire.

## Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Peter Bailey	Additional Inspector
Judith Gooding	Additional Inspector
Georgiana Sale	Additional Inspector
Melanie Williams	Additional Inspector

## Full report

### Information about this school

- The school is larger than most others of its type. The number on roll has declined significantly in the last four years, reflecting the picture across the East Riding.
- Most students are of White British heritage and speak English as their first language.
- The proportion of students known to be disadvantaged and therefore supported through the pupil premium is in line with the national average. The pupil premium funding is additional government funding to support those students who are known to be eligible for free school meals, and those who are looked after by the local authority.
- The proportion of disabled students and those who have special educational needs is below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- A few students learn off-site at the local pupil referral unit, Local Works Motorvation, or at local authority alternative provision, to avoid exclusion.
- The headteacher took up his post in June 2013.
- The sixth form is in a consortium with Hessle High School and Wolfreton School.
- The school is part of The Wolds Teaching Alliance, led by the South Hunsley School and Sixth Form College, which is graded outstanding by Ofsted. The school supports Cottingham School in Initial Teacher Education (ITE).

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

- Improve the quality of teaching and accelerate the rate of students' progress, including in the sixth form, by making sure that:
  - teachers use the data about the levels at which students are working to provide work that enables students of all abilities to achieve their potential
  - students are engaged and involved in their learning to promote their faster progress
  - teachers plan accurately for the specific needs of disabled students and those who have special educational needs.
- Promote the good attitudes to learning of all students and their continued well-being by ensuring that:
  - all teachers have the highest expectations of students' attitudes to learning and manage behaviour consistently through implementing the behaviour policy
  - all students understand the importance of good attendance in helping them to achieve their best and have attendance goals to do so.

## Inspection judgements

### The leadership and management are good

- The headteacher is improving the school and its capacity quickly through the good systems he has put in place since his appointment. He provides strong, focused and supportive leadership, resulting in the approval of the staff who know exactly what is expected of them and are rising to the challenge.
- There has been a culture shift in the school which the staff and students value. The students, in particular, say how much the school is improving in terms of helping them to learn better and through promoting better behaviour.
- The headteacher has restructured the leadership team so that it meets better the school's priorities. A resulting strength is the wealth of data about students' progress. Under the headteacher's leadership, there is a far greater focus on collecting information about progress regularly and analysing it thoroughly. Most importantly, the assistant headteacher in charge of data holds faculty and subject leaders to account for responding to the data. Consequently, standards in several subjects where performance has been weaker in the past, such as history in the sixth form, are improving this year.
- Leaders know that more needs doing, and a lot is work in progress. However, progress in Key Stage 3 and in English, science, humanities and modern foreign languages is accelerating. The quality of teaching and achievement is rising because of the clear steer by leaders and the hard work of teachers in improving students' rates of progress.
- Overall, the monitoring of teaching is more rigorous. The impact of the work of the leader of teaching is clear in the improvements being seen in the quality of teaching. This is in response to actions based on the leaders' findings from observing teaching. Many weaker aspects have been addressed although the effect of change is not consistent across the school. Nevertheless, there is a strong culture to improve and the most effective teachers support those who are building up their skills and effectiveness.
- Teachers' performance targets are appropriate in the school's drive to improve teaching, progress and leadership. Targets are measurable and achievable. Staff receive help in achieving them through reviews, courses and training.
- Faculty and subject leaders are effective. As part of the stronger management team, they are developing quickly their roles in strengthening leadership across the school, particularly in striving to accelerate the progress of students.
- Leaders of the sixth form and of special educational needs throughout the school have strengths in the pastoral care of the students. However, their monitoring of teaching and analysis of students' progress are not fully effective in increasing the rate of progress of the students because these lack rigour.
- The leader of disadvantaged students is using the pupil premium money more effectively. This ensures a consistent narrowing of the gap with other students in the school and nationally. It is an improving picture through the school.
- The school has improved the curriculum to better ensure that the needs and career aspirations of all groups of students are met. Leaders have planned appropriately for the new curriculum and are in the process of introducing a new system of assessment.
- Students enjoy the wide programme of personal and social education which incorporates comprehensive input on careers guidance. Students say that the lessons about careers give them a lot of information on which to base their decisions about their future.
- British values run through the school day and the curriculum. Students appreciate the democratic and utilitarian principles on which the school is run, including the school council and restorative justice. Their good spiritual, moral, social and cultural understanding is also promoted well, resulting in students' good preparation for the next stage of their education or employment.
- The sixth form consortium, which is well established, ensures that the students have access to a full range of courses. The arrangements for the schools to work together to check the quality of provision and its impact on the students' learning are effective in safeguarding the interests of the sixth-form students. The school values the Wolds Teaching Alliance which is providing helpful support for initial teacher training.
- The school values all of its students, does not knowingly allow discrimination and fosters harmony. However, as teaching is variable, the school cannot guarantee equal opportunities of success to all groups of students.
- Safeguarding arrangements, which extend to those students who learn off-site, are effective and meet the statutory requirements.
- The staff maintain close contact with students who learn off-site and check carefully on their behaviour, attendance and progress.
- The local authority is helpful to the school in its thorough checks on performance and its advice on the

next moves to secure further improvements in, for example, students' progress.

#### ■ The governance of the school:

- The governing body challenges leaders robustly and effectively because governors are determined that the school should continue to improve. Following the support given by the local authority, governors have an accurate and comprehensive understanding of the school's present position.
- Governing body minutes of meetings show the extent of the governing body's questioning about the school's performance. Governors are able to do this because they find out an increasing amount of information about the school for themselves.
- The governors have links with senior leaders who they hold to account through regular meetings, which incorporate activities such as learning walks. They invite senior and middle leaders to governing body meetings to find out how well they are driving improvements in teaching and progress.
- Governors understand what the data about students' performance shows and query any concerns. Following the unexpected and disappointing 2014 GCSE examination results, governors asked for support from the local authority. This has resulted in additional support from the local authority which is starting to bring benefits.
- Governors speak confidently about the use of pupil premium funding and how the gap in attainment and progress is narrowing between disadvantaged students and others in the school and nationally.
- Governors are more informed about the quality of teaching and are aware some changes have not had enough time to bring about consistently good teaching. They value performance targets because these promote higher standards of teaching and leadership. They insist that teachers meet all of their targets in order to be awarded a pay rise. They check that those teachers who need support to improve their teaching get it.
- The governors have been extremely careful in managing and balancing the budget in a situation where student numbers are falling.

### The behaviour and safety of pupils

### requires improvement

#### Behaviour

- The behaviour of pupils requires improvement.
- Although many students concentrate in lessons and are very keen to learn as well as they can, a minority do not. They become inattentive and restless if they do not find learning interesting or if their work is too hard for them. Not all teachers apply the school's behaviour policy with enough rigour.
- Behaviour continues to improve however, with fewer students being excluded than in the recent past.
- Around the building and site, students' behaviour is good. This includes in the dining hall where students queue in an orderly way, show consideration towards others, and enjoy socialising with their friends.
- Students like their school and keep it tidy. They like the new uniform and wear it smartly.
- Students enjoy having responsibilities, for instance as peer mentors, librarians and school councillors, which promote their personal skills well.
- The behaviour of those who learn offsite is improving because they like the courses they study.

#### Safety

- The school's work to keep pupils safe and secure is good.
- There is effective support including for vulnerable students and those in Key Stage 4 and the sixth form who spend time learning at other sites and places.
- Students feel safe because they are confident the site is secure. They also trust the staff to help them with any concerns they have.
- Parents agree that the school keeps the students safe.
- A small number of bullying incidents are recorded. The students say that there is not very much bullying and that the staff, who do not tolerate such behaviour, deal with any incidents promptly and firmly.
- Students value the personal, social, health and careers programme which provides them with wide-ranging information, on topics such as drugs and internet safety. The school is widening the information provided about extremism and radicalisation.
- Students understand what British values are and what it means to be a responsible citizen.
- Attendance is improving, including for disadvantaged students, but remains average because expectations of students' attendance are not high enough. Overall, the message about the importance of regular attendance is not having enough impact. However, due to robust efforts by the staff, the proportion of students who are persistently absent has fallen.

**The quality of teaching** requires improvement

- Although teaching is improving in response to stronger support and management, overall it is variable across school and requires improvement. It is not consistently good enough to ensure good progress over time.
- In some lessons, not enough notice is taken of the data about students' progress in planning work. This includes the tasks for disabled students and those who have special educational needs. Consequently, work is sometimes too hard for some of them and so they do not make as much progress as they should. Occasionally, work does not provide tasks that enable the most able students to achieve their potential.
- Students do not always get involved in learning. At times, their attention wanders and they do not play a full part in discussions or try to answer teachers' questions. This leads to them not learning as much as they should.
- Some teaching is effective and promotes students' quick progress and ability to solve problems. In science, for example, a Year 11 higher ability group's knowledge and understanding were tested and challenged very well through problem-solving activities about photosynthesis.
- Common strengths are the teachers' good subject knowledge which they often present in interesting ways, and the good relationships between staff and students. Some questioning is also helpful in driving progress more quickly. Marking has improved since the last inspection and leaders continue to check it carefully, particularly to ensure that students respond to teachers' advice.
- English is taught effectively. There are some good links to literacy, such as in religious education, through key words. Links are becoming more widespread in a lot of subjects. Students read regularly in several subjects and in tutor time so that they develop better comprehension skills as well as fluency in reading. Phonics (the sounds that letters make) is used effectively to help those younger students who find it difficult to pronounce words accurately. The teaching of mathematics is improving with effective practice in the teaching of calculations.
- Teaching assistants provide helpful, specific support to individual students who make good gains in their literacy and numeracy skills. They also provide students with confidence to participate in learning.
- Teaching is effective in subjects such as science and modern foreign languages, and this translates into good progress over time in these subjects.

**The achievement of pupils** requires improvement

- Not enough students make good progress throughout the school, including disabled students and those who have special educational needs, from starting points that are average. However, improvements can be seen in English, science and modern foreign languages, where teaching is consistently good.
- The proportion of students achieving five GCSE A\* to C grades, including in English and mathematics, has been in line with the national average for the last three years. This has reflected the expected progress of students through the school. This year, standards are expected to rise. The school's data point to more rapid progress for Year 10 students by the end of Year 11 and good progress in mathematics. A work scrutiny, however, pointed to quicker progress through Key Stage 3, where the school's much improved systems to check progress and to provide support where needed, are having a greater impact.
- The proportion of students making expected progress in mathematics is set to be in line with that nationally, as it was last year. This is backed up by students' work over time. In English, progress is good with a greater proportion of current students predicted to make expected and better-than-expected progress, which would be an increase from the previous year.
- There have been inconsistencies in the rates of progress of different groups of students in recent years which leaders are addressing rigorously. This includes boys. Last year, the attainment gap between boys and girls was larger than that seen nationally. School data show that the gap is set to narrow in 2015.
- Disadvantaged students receive a range of support, including help to improve their literacy and numeracy skills and to help them settle into Year 7. At the end of Year 11 last year, disadvantaged students were one-and-a-third of a grade behind other students in the school in English. In mathematics, they were one-and-a-half of a grade behind other students in the school and other students nationally in mathematics. The gap had narrowed in 2013. It continued to narrow in 2014 but not at such a swift rate. Disadvantaged students made slower progress in English and mathematics, compared to other students in the school and other students nationally.
- This year, extensive school data show that the gap in progress is continuing to narrow at a variable rate in English and mathematics. Lower down the school, the gap in attainment and progress is closing more quickly as the good strategies work through.

- The progress of disabled students and those who have special educational needs is not consistently good. Last year, they made slow progress and clear actions were put in place to address this. Although there have been some improvements, more so at Key Stage 3, the needs of these students are not always fully met. Checking and evaluating their progress are not resulting consistently in carefully planned teaching that will lead to good progress.
- The most able students make good progress in many lessons. This is because they are challenged through being expected to apply the skills they have to solve problems, hypothesise and critically evaluate what they are learning. However, this good practice is not consistent enough to ensure progress is good over time.
- No students are entered for any GCSE examinations early which means they have more time to achieve their potential.
- Students who have not reached the expected standards in English and mathematics by the end of primary school receive specific help in improving their reading, writing and numeracy skills. Last year, the majority achieved the necessary standard by the end of Year 7. The rest made good progress towards that goal.
- Students read regularly and the school has detailed data that show some good gains in reading, particularly in Year 7.
- Students in Key Stage 4 who are taught at alternative provision make at least expected progress, as their attitudes to learning improve.

### The sixth form provision

### requires improvement

- Students make expected rather than good progress because teaching in the sixth form is still too variable. The quality of teaching tends to mirror that in the rest of the school. There is some effective practice that engages students and pushes them on quickly in their learning. However, teaching does not always provide sufficient challenge to all groups of students. Consequently, students' achievement, while showing some improvement, is still not where it should be.
- Most students go on to sixth-form education or further education or training. Last September, 43% of the students in Year 11 joined Year 12. Most stay on into Year 13. Students take education in the sixth form seriously; they attend well, their behaviour is good and they work hard.
- The majority join Year 12 with at least a C grade in English and mathematics. Those who have not already achieved this re-sit one or both of these examinations and most achieve at least a C grade in both subjects by the end of Year 12.
- Leadership of the sixth form is improving. However, data about students' progress is not evaluated sharply enough to ensure teaching is always well matched to students' abilities. This limits the rate of students' progress.
- Over time, standards are in line with national figures by the end of Years 12 and 13. There was, however, a significant dip in standards in several subjects in 2014 following a rise the year before that. The school's own monitoring shows that there have been improvements in some subjects, such as biology and history, and the school's recent data indicates that current students are making faster progress than seen in previous years.
- The curriculum is a strength; a wide range of courses are provided through the consortium. Good arrangements are in place to ensure students' safety when they learn on other sites.
- Students benefit from a programme of learning that helps to ensure they are equipped with the life skills they need for university or the world of work. This includes careers education and developing an understanding of life in modern Britain. They also develop useful skills when they work as 'school ambassadors', a role which includes acting as guides at open evenings and being mentors for younger students in reading or mathematics.
- At the end of Year 13, most students go onto further or higher education or into training or employment. Of the current students in Year 13 who have applied to Russell group universities, 35% have been offered places.

## 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>	136921
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	462264

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>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,103
<b>Of which, number on roll in sixth form</b>	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Prof John Greenman
<b>Headteacher</b>	Scott Ratheram
<b>Date of previous school inspection</b>	21 May 2013
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