

# Woldgate College

92 Kilnwick Road, Pocklington, York, North Yorkshire, YO42 2LL

## Inspection dates

13–14 May 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, including governors, have successfully brought about improvements in the quality of teaching and students' achievements since the previous inspection. Consequently, the overall effectiveness of the college has improved since the last inspection and is good.
- Students make good progress across the college in a wide range of subjects including English and mathematics. This is because well-planned, interesting tasks motivate students to work hard and complete a good amount of high-quality work.
- Standards of attainment are high. In 2014, the proportion of students in Year 11 gaining five or more GCSE grades A\* to C, including English and mathematics, was well above average.
- Marking of students' work provides them with clear guidance to which they respond well and this helps them make good progress.
- Disabled students and those who have special educational needs make strong progress as leaders identify their needs carefully and make sure students receive good support.
- Sixth-form students are making good progress in their courses because they are taught well and highly committed to their studies. This is as a result of the decisive actions taken by the head of sixth form.
- The behaviour of students around the college and in lessons is good. Students attend well and say they enjoy their time in the college and are safe.
- Governors know the college well. They carefully check all aspects of the colleges work and provide effective support and challenge to leaders.

### It is not yet an outstanding school because

- Disadvantaged students are not making the same good progress as other students in Key Stage 4.
- Very occasionally, students' progress is not checked well enough, and good guidance is not always given to students for all of them to keep a useful record of their work.
- A few subject leaders are not checking the quality of teaching and student progress as thoroughly as the most effective leaders, particularly in the sixth form.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Five observations were undertaken jointly with the leaders of the college. In addition, the headteacher joined an inspector on brief visits to a number of science lessons
- Inspectors spoke with three groups of students about their learning in lessons and their safety in the college. An inspector also listened to some students reading.
- Inspectors held meetings with the Chair of the Governing Body and four other governors. In addition, they met with college staff, including middle and senior leaders, and a representative of the local authority.
- Inspectors also looked at the college's review of its own performance, its development plan, college policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at students' work in lessons and also analysed samples of students' work in exercise books.
- The inspection team analysed the 175 responses to the online questionnaire, Parent View, and several college questionnaires completed by parents.
- There were 84 questionnaires completed by staff which were also considered by inspectors.

## Inspection team

James McGrath, Lead inspector	Additional Inspector
Liz Godman	Additional Inspector
Steven Goldsmith	Additional Inspector
Andrew Anderson	Additional Inspector
Paul Welford	Additional Inspector

## Full report

### Information about this school

- The college is larger than the average-sized secondary school.
- The proportion of disadvantaged students, those supported through the pupil premium is well below average. The pupil premium is additional funding for the support of those students who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The vast majority of students are White British. There are very few students whose first language is believed not to be English.
- The proportion of disabled students and those who have special educational needs is average.
- The college does not use alternative provision or off-site provision for students.
- The college holds the Artsmark Gold award.
- The college meets the government's current floor standards, which are the minimum expectation for students' attainment and progress in English and mathematics by the end of Year 11.
- The new headteacher took up post in January 2015.

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

- Improve the quality of teaching even further to ensure that it is never less than consistently good and more is outstanding, by:
  - swiftly checking students' progress, particularly those who are disadvantaged in Key Stage 4, to ensure they make good progress so that the gaps in their attainment compared to others in the college and nationally close
  - ensuring that all students make clear, useful and accurate records of what they are learning.
- Further developing the roles of subject leaders so that they are all equally effective and not reliant on support from senior leaders, by:
  - checking the quality of teaching and students' achievement thoroughly, especially in the sixth form
  - skilfully using information collected about teaching and achievement to bring about improvement.

## Inspection judgements

### The leadership and management are good

- Senior leaders and governors have high expectations of staff and students which, since the previous inspection, have improved the quality of teaching and students' achievement to be good. The new headteacher is building on this good work and both students and staff recognise that the college is improving further under his direction.
- Leaders have a good grasp of the strengths and areas for improvement across the college. Leaders and managers are rightly focused on ensuring that all students receive the best teaching and support so they can achieve well. Staff support this belief fully and, as a consequence, teaching and achievement are good and improving.
- Subject leaders have supported improvements strongly by accepting their accountabilities and ensuring that teaching and achievement are at least good in their areas. However, a few are not as highly effective as others in checking the quality of teaching, students' achievement and using the information gathered to bring about improvement. At present, they are reliant on the support of senior leaders, particularly in the sixth form.
- Performance management arrangements for teachers are thorough and it identifies the skills teachers need to improve. Bespoke programmes of professional development have increased leaders' and teachers' skills, contributing well to the improvements made in teaching and achievement. Training to support better teaching for disabled students and those who have special educational needs has contributed strongly to the strong progress these students make. This is a good example of the college's commitment to equality of opportunity for all.
- The use of the pupil premium funding has been revised this year and is more effective than in previous years. Progress for disadvantaged students is improving. The funding is also well used in supporting disadvantaged students' participation in college visits and activities.
- The curriculum prepares students well for their future education and training. There is a good range of subjects and an emphasis on ensuring good literacy and numeracy skills for all students. Careers information and guidance is taught throughout all years in the college ensuring that almost all students continue in education or employment with training at the end of Year 11.
- Good links with primary schools help students settle in well to the college. Year 7 students told inspectors that they enjoyed the transition work and the days spent in the college preparing for the start of their time at the college.
- Students' spiritual, moral, social and cultural development is good. There are many opportunities for them to engage in sport, including girls' football, visits abroad, college productions and to develop an understanding of other faiths and cultures. The citizenship course that runs throughout the college contributes well to students' understanding of democracy and justice, diversity and their rights and responsibilities. These aspects make a strong contribution to the work of the college in fostering good relationships and tackling discrimination, preparing students well for life in modern Britain.
- There are good arrangements for safeguarding and child protection, which meet statutory requirements. Leaders work with other agencies in the local authority, including the police, to make sure vulnerable students are well cared for and supported. There is a nominated governor who checks the effectiveness of procedures with the college.
- The local authority has provided highly effective support for the college to improve its overall effectiveness. Since the last inspection, it has checked the work of the college regularly and challenged leaders to ensure the college is improving. It has provided support and training to improve teaching and leadership. It has provided training to ensure governors are holding leaders to account for the overall effectiveness of the college.
- **The governance of the college:**
  - Governors are very effective in their role. They have participated in local authority training and are well informed. They have a clear and accurate understanding of the priorities for the college. Governors link well with senior leaders and subject leaders to hold them to account. Governors provide good support and challenge to improve the overall effectiveness of the college.
  - Governors are kept up to date on the progress that all departments are making to ensure that teaching and achievement are improving. They are fully aware of the achievement of students in comparison with national measures, understand the data well, and are fully involved in setting the strategic direction of the college.
  - Governors use their skills well and make checks on the college's budget. They check the use of the pupil premium and know the impact of its allocation. They have supported changes to the allocation of pupil

premium funding to ensure it is being used more effectively.

- Governors are aware of the quality of teaching and understand fully the arrangements linking teachers' performance and pay. They have supported senior leaders in taking action to secure improved teaching and leadership. Recently, they successfully appointed a new headteacher who has the full support of staff and students.

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

**are good**

### **Behaviour**

- The behaviour of students is good.
- Students are keen to learn, follow the instructions of their teachers and enjoy the interesting tasks set for them. They are hard working and make good progress in their lessons. There are a few occasions when some students do not engage fully and purposefully with their work. However, they do not interrupt the learning of others.
- Students are pleasant, polite and courteous. Around the college they are well behaved and get on well together. They are well mannered and hold doors open for adults. Students are proud of their college and enjoy telling visitors how much they enjoy being in the college.
- The college is a calm and purposeful place. Students with physical disabilities and those who have special educational needs are exceptionally well integrated into college life.
- Sixth-form students are good role models for other students. They make a good contribution to the work of the college and mentor younger students to support them with their academic studies. Some supervise students at lunchtime to support good behaviour.
- Students are encouraged to support the work of charities. During the inspection, Year 8 students arranged activities for the rest of the college during a citizenship lesson. Students enjoyed the activities and donated freely to the charitable collection.
- Students are punctual to the college and to their lessons. Attendance is above average with very few students regularly absent from the college. Very few students were absent during the two days of the inspection. Exclusions are low with no permanent exclusions.
- A small minority of staff questionnaires indicated that, over time, the college's 'on-call' system has been used inconsistently to manage students' behaviour. Inspectors are assured that leaders are making effective changes to strengthen consistency and the use of 'on-call' is reducing. Also, improved teaching is clearly helping to support good behaviours. Inspectors did not see interruptions to learning.

### **Safety**

- The college's work to keep students safe and secure is good.
- Students are clear about what constitutes bullying. Records show that incidents are very rare and students confirm this. Students have confidence that the college deals with incidents highly effectively.
- Staff are appropriately trained and vigilant in ensuring the safety of the most vulnerable students.
- Students have a good understanding of internet safety. The college promotes this well through assemblies, form time and training during 'enrichment days' that are linked to helping students understand how to stay safe.
- Parents and staff share the same, positive views about students' safety.

## **The quality of teaching**

**is good**

- The quality of teaching is usually good, with some examples of outstanding practice. As a result, students make good progress and achieve well.
- A range of well-planned activities helps students to learn well across their subjects. Interesting work is set, captures students' imagination and motivates them exceptionally well. Students in a Year 7 science lesson investigating the change in mass when dissolving salt in water were making strong progress and were encouraged to link their scientific understanding to everyday life.
- Students are given clear and concise explanations about what is required of them. Work starts at a brisk pace as they bring the right equipment to lessons and have good routines for their learning. Students are given clear information about what they have to do to achieve well and many strive to do better. Good examples of these aspects were seen in Year 10 Spanish and French classes where students knew how to use the examination grade criteria well and were challenged to achieve beyond their aspirational targets.

- Work is marked regularly with helpful comments that students respond to well. There are many good examples of marking and highly detailed responses by students in their 'purple pen'. This is supporting the good and sometimes better progress that students are making. Students' responses to improve their work in Year 13 were exceptionally detailed, especially so in business studies where students were making strong progress.
- Questioning is used consistently well to involve students and to assess what they understand. Students are given time to explain fully what they have learned and this is supporting the development of their communication skills well. Students' responses are used skilfully to develop a deeper understanding of the work for all students.
- Checking of students' work and progress in lessons is done well. However, there are occasions when the work of disadvantaged students is not checked swiftly enough to help them to accelerate their progress and close attainment gaps, especially in Key Stage 4.
- An analysis of students' work by inspectors shows that students make clear, useful accurate records of what they have been learning to support their understanding. However, there are occasions when this is not the case and it is not picked up swiftly enough to ensure all students are making good progress at all times.
- Reading, writing and communication skills are taught well across many subjects. There are good examples of students using their mathematical skills to support their learning.
- Highly-skilled teaching assistants, both inside and outside the classroom, give exceptional support for disabled students and those who have special educational needs.

### The achievement of pupils

is good

- Since the previous inspection, leaders' determined efforts to strengthen teachers' understanding of what makes good progress for students have paid dividends. The quality of teaching has improved and is good. As a result, students' achievement is also good.
- The achievement of those students leaving Year 11 in 2013 was not good. However, achievement improved strongly in 2014. In 2014, from starting points that were average, the proportion of students attaining five or more GCSE grades at A\* to C, including mathematics and English, was well above average. Progress in mathematics, some science subjects, history, Spanish and French was impressive and in English it was good.
- Information provided by the college shows that students' progress is continuing to improve and an even higher proportion of students are on track to attain five or more GCSE grades at A\* to C, including English and mathematics, in Year 11 in 2015.
- An analysis of students' work by inspectors shows that students are making good progress throughout the college, including the sixth form.
- The most able students make much better progress than similar students in other schools. In GCSE examinations in 2014, many reached the highest GCSE grades in mathematics and a good number of other subjects. Throughout the college, students' good work ethic and the high expectations of their teachers supports the good progress of these students.
- The college does not enter students early for GCSE examinations.
- Although improving, the progress of the few disadvantaged students is less than other students in the college. In particular, not enough disadvantaged students are making the progress expected of them in English and mathematics in comparison to other students in the college and nationally. In Year 11 in 2014, GCSE results of disadvantaged students in English were over a grade lower than other students in the college and almost a grade lower than other students nationally. In mathematics, they were one and a half grades lower than other students in the college and a grade lower than other students nationally. Even so, this represents a narrowing of the previously wider gaps in attainment in both mathematics and English.
- In Key Stage 3, disadvantaged students are making similar progress to other students in the college as they have benefited most from leaders' focus on improving the achievement of disadvantaged students. Year 7 catch-up funding (government funding for those entering secondary school with below average standards in English and mathematics) is helping to improve students' literacy and numeracy skills well.
- Disabled students and those with special educational needs are making exceptional progress. Although not making the same progress as others in the college due to their complex needs, they make better progress than other students nationally. This is because of leaders' excellent identification of the needs of these students and the allocation of highly effective support to help them to achieve their best.
- The college is promoting reading well, using computer systems to check students' progress and

understanding of what is being read. Those students who do not find reading easy are making strong progress and enjoy reading to adults. Across the college, there are opportunities to read in many subjects and to read for pleasure.

### The sixth form provision

is good

- Since the previous inspection strong leadership from the head of sixth form has secured marked improvements in the quality of teaching and students' achievement, so these are now good in both academic and vocational courses.
- In the past, students did not make good progress in both Years 12 and 13, as the quality of teaching was variable. As a result, students did not attain the results of which they were capable. However, this has been resolved because of much closer checks on the quality of teaching and students' achievement. This has resulted in timely support to prevent students from falling behind.
- An analysis of students' work by inspectors confirms that students are making good progress from their broadly average starting points. Students are set to reach their challenging targets in their 2015 examinations.
- Key to these improvements in students' achievements are the steps taken by senior leaders to hold subject leaders to account for the quality of teaching in their subjects. Consequently, the quality of teaching in the sixth form is consistently good. Most subject leaders are taking full responsibility for driving forward improvements. However, this exemplary practice is not consistently secure in all subject areas and senior leaders are still supporting these few subject leaders.
- There are very few students who join the sixth form without a grade C in GCSE English and/or mathematics. All of these students are successful in gaining grade C in these subjects by the time they leave the sixth form.
- There is challenging work for the most able students and their aspirations have been raised. A higher proportion of students are set to attain the highest grades in their examinations than in previous years. From similar starting points to other students in the sixth form, disadvantaged students make the same good progress as other students, as do disabled students and those who have special educational needs.
- Good advice and guidance results in students choosing subjects and courses that meet their needs. Students are well prepared for the next stage of their education and are successful in securing places at university or on apprenticeships. All students leaving the sixth form in 2014 continued in education or employment with training. The proportion of Year 12 students moving on to Year 13 has increased each year since the last inspection.
- Students make a good contribution to the life of the college and the wider community. For example, many help younger students, including disabled students and those who have special educational needs, with mathematics, foreign languages and drama. This has helped to accelerate the progress Year 7 students are making, particularly in mathematics.
- Students say that they have received strong support in developing research and revision skills in the college's 'independent learning centre' where there are a host of computer resources to support students' learning.
- Students have a good understanding of potential risks to their health and well-being. They have a good understanding of how to keep themselves safe and behave in a mature and responsible manner. They say that the college supports their good understanding of democracy and law in Britain.



## 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>	118081
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	462269

This inspection of the college 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>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the college roll</b>	1,169
<b>Of which, number on roll in sixth form</b>	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Cook
<b>Headteacher</b>	Jonathan Britton
<b>Date of previous school inspection</b>	15 May 2013
<b>Telephone number</b>	01759 302395
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