

The Market Weighton School

Spring Road, Market Weighton, York YO43 3JF

Inspection dates

17–18 May 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Require improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, leaders and managers have not dealt successfully with the areas for improvement identified at the previous inspection. As a result, improvements to the quality of teaching and outcomes for pupils have been too slow.
- Pupils do not make consistently good progress across a wide range of subjects including English and mathematics, especially in key stage 3. This is because the quality of teaching is inconsistent and requires improvement.
- Teachers' expectations are not consistently high and attitudes to learning require improvement. Poor presentation is not tackled well enough and a minority of pupils do not treat each other and adults with respect.
- Assessment information is not used well enough to plan work that matches the needs of pupils. As a result, the least-able pupils do not make good progress and the most-able pupils are not challenged well enough by the work set.
- Questioning is not used well enough to check pupils' understanding and deepen their learning.
- Over time, leaders have not ensured that the schools' policy for marking and feedback is implemented consistently to strengthen pupils' progress.
- Leaders do not routinely check the progress of all groups of pupils, particularly in key stage 3. Consequently, attainment gaps for disadvantaged pupils are not closing quickly.
- Over time, leaders have not been thorough enough in checking the quality of teaching to ensure it is good and that pupils make good progress.
- Governors have not ensured they fulfil all their statutory duties.

The school has the following strengths

- Attendance is above average and pupils are punctual to school.
- Pupils say they are safe in school. Leaders have made sure there are high-quality safeguarding procedures in place to protect pupils.
- Governors are more challenging than in the past and are holding leaders to account for shortcomings.
- The new headteacher has established capacity to improve the school. Parents, staff and pupils recognise improvements since his appointment.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good across the school by:
 - increasing expectations of what pupils can do, particularly for the least-able pupils
 - using assessment information to set work that challenges all groups of pupils appropriately so they make good progress
 - ensuring pupils have positive attitudes to learning so that lessons flow smoothly and pupils make good progress
 - ensuring pupils of all abilities present their work neatly and take pride in their work
 - making sure questioning is consistently skilful, draws out pupils' understanding and deepens pupils' learning.

- Increasing outcomes across the school by ensuring that:
 - the quality of teaching for the least-able pupils and those with special educational needs or disability improves to help these pupils make good progress
 - pupils make consistently good progress across a wide range of subjects including English and, particularly, mathematics
 - the most-able pupils are challenged well across a range of subjects to attain the highest outcomes.

- Increase the impact of leaders, managers and governors by making sure that:
 - the school's marking and feedback policy is applied consistently well to strengthen pupils' progress
 - the additional funding for disadvantaged pupils is used well to close gaps in achievement and the year 7 catch-up funding is used well
 - the behaviour policy is applied consistently and leads to good behaviour across the school
 - for a minority of pupils, respect and tolerance of others is strengthened to ensure their good personal development and welfare
 - the progress of all groups of pupils, including those with special educational needs or disability, is checked thoroughly and actions are taken if it is less than good
 - the quality of teaching is thoroughly checked by all leaders to ensure it is at least good and expectations of outcomes for all pupils, including the least able, are raised
 - governors fulfil all of their statutory duties.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Over time, leaders have not improved the quality of teaching, pupils' outcomes and personal development, behaviour and welfare so they are good. The areas for improvement from the previous inspection have not been tackled successfully and inconsistencies remain across the school. Consequently, the overall effectiveness of the school still requires improvement.
- The new headteacher has a clear view of the school's strengths and weaknesses. He has made some quick changes that have had a positive impact in the eyes of staff, pupils and parents.
- The headteacher has reorganised the leadership team to strengthen the school's capacity for further improvement. Staff have confidence that the team is working well together to begin to improve the school.
- Systems for checking the progress and behaviour of pupils have been upgraded. The checking of pupils' progress in Year 11 is much more refined than across the rest of the school. The progress of individual pupils is checked effectively, but the progress of groups of pupils across the school is not checked routinely. This limits leaders' ability to pinpoint specific actions to raise achievement for specific groups of pupils, including the less able and those with special educational needs and disability.
- Systems to manage teachers' performance have been revised and are now being used well to identify where specific training for teachers would help to improve their work. A wide range of information is collected to assess the quality of teaching but it is not always analysed thoroughly to strengthen expectations and ensure that teaching is consistently good. For example, senior leaders and middle leaders have not yet ensured that the school's policy for marking and feedback is applied consistently and the behaviour policy is applied consistently.
- The classroom practice of newly qualified teachers is developing well because of the good support they receive from the school and the local authority's induction programme.
- Over time, the curriculum has not made a good contribution to outcomes for pupils. It has not met the needs of both the least- and most-able pupils as well as it ought to. The headteacher recognised this quickly and plans to adjust the choice for the most-able pupils and to do more to support the work of the least able. The school's work to promote pupils' spiritual, moral, social and cultural development is effective. There are numerous opportunities for pupils to take part in fund-raising and extra-curricular activities such as music and sport.
- The school gives a high priority to the teaching of British values. For many pupils it has a positive impact on their personal development, behaviour and welfare. Leaders have yet to ensure that a small minority of pupils apply their learning and behave well, treating everyone with respect and tolerance.
- The additional government funding to support disadvantaged pupils has not been used effectively to ensure attainment gaps are closing quickly and consistently across the school. Gaps in attainment for disadvantaged pupils in the current Year 11 are set to close but this is not the case across the school. The progress and attainment of disadvantaged pupils is not checked well enough across the school. There is still more to do to ensure equality of opportunity for disadvantaged pupils.
- The use of Year 7 catch-up funding (government funding for those entering secondary school with below-average standards in English and mathematics) is not routinely checked by leaders and managers to ensure pupils are making strong enough progress to catch up with their peers.
- The local authority has provided substantial support from its advisers to help the school to improve. It has also paid for support from the Wakefield City Academy Trust to focus on improving the quality of teaching and learning. Advice and support has been accepted by the school but has not led to the overall effectiveness of the school improving.
- **The governance of the school**
 - Over time, governors have not ensured that the school's overall effectiveness has improved and that all its statutory duties are being met. For example, the special educational needs policy does not take account of the most recent statutory guidance and the website does not meet requirements. As a result, a review of governance is recommended to ensure all statutory duties are met.
 - Recent changes to the membership of the governing body have strengthened its capacity to hold the school to account for its work. Governors have a wide range of skills, including expertise in education. Strategic support from the chair of the governing body has ensured that the revised performance management system is fit for purpose. Governors have supported the headteacher when teachers'

performance does not meet expectations.

- Governors are challenging leaders to improve the school and are well aware of the school's strengths and areas for further development.
- The arrangements for safeguarding are effective. Staff and governors are appropriately trained and vigilant. Governors check the quality of the school's work and its links with parents and external agencies to ensure pupils are safe. Regular bulletins to parents update them about systems to protect their children and inform parents what needs to be done if they have any concerns about safeguarding.

Quality of teaching, learning and assessment

requires improvement

- Over time, the quality of teaching has not been good enough to ensure that pupils make consistently good progress in a range of subjects including English and mathematics. It is clear that there is some good teaching but inconsistencies are clearly evident across subjects and within subjects.
- Expectations are not consistently high across the school. In particular, not enough is expected of the least-able pupils to ensure they make good progress and produce good-quality work. When expectations are high, pupils 'rise to the occasion' and high-quality work is evident from all ability groups.
- Assessment information is not used well enough to plan work that matches pupils' needs and abilities. Work set is not sufficiently challenging for pupils, including the most able, to make better than expected progress. When the most-able pupils are challenged well they make good progress but this is not consistent across the school, particularly in key stage 3.
- Checking pupils' learning through questioning is inconsistent across the school. There are times when teachers do not probe pupils' learning sufficient well for them to deepen their understanding and ensure good learning is taking place. When skilful questioning is used, teachers assess learning well and adjust explanations, if necessary, to overcome any misconceptions and strengthen pupils' understanding.
- Leaders have focused appropriately on improving the quality of marking and feedback to ensure that it meets the school's requirements and supports pupils' good progress. However, despite some improvement, the quality of marking and feedback varies widely. Pupils' response to advice remains very uneven, with too much that does not contribute to strengthen their learning. Good examples are emerging where pupils do make strong progress because the policy is followed diligently and with skill.
- Relationships between adults and pupil are positive, especially when interesting tasks are planned that match pupils' abilities. However, at times pupils do not cooperate well in class and occasionally some adults do not consistently apply the school's behaviour policy well to support good learning.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils are not consistently taking enough pride in their work to ensure good progress. There are good examples of neat presentation and detailed work that support good progress. However, there is too much variation across and within classes.
- British values are taught through assemblies, personal development days, society and ethics and a range of other subjects. However, a minority of pupils do not apply their learning well enough as they do not treat each other and adults with respect and tolerance. The majority of pupils are pleasant, polite and courteous, particularly older pupils.
- Pupils say that bullying occurs and that overall they have the confidence that it is dealt with appropriately. School records show that incidents of bullying are reducing since the new headteacher arrived. Pupils have a good understanding of how to stay safe when using the internet. The school promotes this well in assemblies, posters around the school and in 'personal development days' that focus on safety.
- Pupils say they are safe in school and there is an adult who they can confide in if they have any concerns. High-quality arrangements for safeguarding pupils and protecting the most vulnerable are well established. Regular safeguarding bulletins are sent to parents so they know procedures. Parents indicated that they are very confident their children are safe and well cared for in school.
- Careers advice and guidance is given to all year groups. Pupils in Year 11 are very positive about the advice and the external support they are given. Visits from local colleges, employers and a range of universities successfully promote pupils' continuity in education or employment with training.

Behaviour

- The behaviour of pupils requires improvement.
- When pupils are not interested in work or find it too difficult, some do not make a good contribution to their learning. Inspectors noted that some pupils can be too chatty and do not focus well on their work. Pupils told inspectors that their learning in some subjects was occasionally interrupted by poor behaviour, and cited mathematics in particular.
- Around school, most pupils behave well throughout the day. However, a minority do not. This leads to behaviour that is not consistently good around the school.
- The school rightly uses external exclusion to deal with very poor behaviour. The proportion of pupils excluded has reduced to average, although there is greater use of 'internal isolation'. The headteacher has insisted that poor behaviour should not be tolerated and that sanctions should be applied more consistently than in the past. There have been no permanent exclusions.
- Pupils say that behaviour has improved since the new headteacher joined the school. They say it is partly because of the use of the new rewards system by staff, which is encouraging more positive behaviour.
- Attendance is above average and pupils are punctual to school. The school promotes attendance very well with certificates and badges for those who attend best.
- Most parents responding to the online questionnaire believed behaviour was good. However, some pointed out that behaviour needed to improve both in class and around the school.

Outcomes for pupils

require improvement

- Since the previous inspection, leaders have not ensured that pupils make consistently good progress across the school in a range of subjects including English and mathematics.
- Currently, progress across the school is not consistently good. In particular, not enough pupils are making good progress in their subjects across key stage 3.
- Progress is particularly uneven in mathematics in key stage 3. Parents commented on the quality of teaching in mathematics not being good enough. School information and an analysis of pupils' work by inspectors confirmed inconsistencies in progress and that progress is not good.
- Across the school, the least-able pupils and the few with special educational needs or disability make less progress than other pupils in school. Leaders have not identified the needs of these pupils well enough and ensured that teaching is good enough to help these pupils make good progress.
- Gaps in attainment for disadvantaged pupils are not closing quickly and consistently across the school. Leaders are not checking these gaps well enough across key stage 3. In 2015, disadvantaged pupils leaving school at the end of Year 11 made less progress than other pupils in school and other pupils nationally. In mathematics, attainment gaps for disadvantaged pupils were wide and almost one and a half GCSE grades behind other pupils nationally.
- The most-able pupils are not challenged sufficiently well across the school to reach the very highest standards. The choice of subjects in the curriculum has not allowed enough of these pupils to attain the English Baccalaureate at the end of Year 11. A lack of challenge has led to too few attaining the very highest GCSE grades across most subjects. However, they usually attain well in science and geography. Pupils say also they enjoy their work in physical education.
- Progress for pupils leaving school at the end of Year 11 slipped from above average in 2014 to below average in 2015. The proportion of pupils attaining five or more GCSE grades at A* to C including mathematics and English fell significantly from above average to below average. Leaders are expecting a strong improvement in outcomes for the current Year 11 because the new headteacher has focused strongly on checking progress and improving teaching for these pupils.
- Girls have generally made better progress than boys as their attitudes to learning have usually been better. However, current information shows no consistent pattern of boys doing less well than girls.
- The school is promoting reading well. Recently, the new headteacher has made sure that pupils read regularly in form time to encourage a keenness for reading. To promote reading, younger pupils have additional library sessions in English. The headteacher knows that further work has to be done to encourage wider reading. The school has purchased computer systems to strengthen reading skills and is promoting reading with older pupils.

School details

Unique reference number	118076
Local authority	East Riding of Yorkshire
Inspection number	10012054

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

Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair	Rachel Davies
Headteacher	Richard Harrison
Telephone number	01430 873 450
Website	www.tmws.co.uk
Email address	office@tmws.co.uk
Date of previous inspection	17 June 2014

Information about this school

- The school is much smaller than the average-sized secondary school.
- There are more boys than girls in the school.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. The pupil premium is additional funding for those pupils 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 pupils are of White British heritage. There are exceptionally few pupils who speak English as an additional language.
- The proportion of pupils who have support for special educational needs or disability is well below average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is average.
- The school does not use alternative off-site provision.
- Wakefield City Academy Trust supports the school to improve teaching and learning.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics at the end of Year 11.
- The school does not meet requirements on the publication of specified information about the school curriculum, the impact of the pupil premium funding, the use and impact of Year 7 catch-up funding and an up-to-date special educational needs policy and report on its website.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Two observations were undertaken jointly with the headteacher and a senior leader.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- An inspector held meetings with the chair of the governing body and two other governors. The lead inspector had a meeting with the governor who has oversight of the provision for special educational needs or disability.
- Inspectors also held meetings with senior leaders and other staff. The lead inspector had a telephone conversation with a representative of the local authority.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, a number of key school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 70 responses to the online questionnaire for parents (Parent View).
- There were 30 questionnaires completed by staff which were considered by inspectors.
- There were too few responses to the online pupil questionnaire to complete an effective analysis.

Inspection team

James McGrath, lead inspector	Ofsted Inspector
David Pridding	Ofsted Inspector
Lee Elliott	Ofsted Inspector

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