

The Market Weighton School

Spring Road, Market Weighton, East Yorkshire YO43 3JF

Inspection dates

4–5 December 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires 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, the progress that pupils made in the core subjects of English, mathematics and science has been slow and, as a result, pupils underachieved in these subjects.
- The progress of disadvantaged pupils, in a range of subjects, fell behind other pupils nationally who have similar starting points.
- However, current pupils make better progress than they did in recent years. They still have much ground to make up on their peers nationally who have similar starting points.
- Although improving, the work of some new and middle leaders is not yet fully effective.
- Teaching, learning and assessment is variable across and within subjects. The most able pupils are not sufficiently challenged. As a result, they do not make the progress they are capable of.
- Despite regular assessment of pupils' work, teachers do not consistently ensure that pupils take the necessary actions to improve their knowledge, skills and understanding.
- Since the last inspection, the school has experienced a period of reduced capacity in the leadership and teaching of both mathematics and science. This, in turn, limited pupils' progress in these subjects.
- Persistent absence is too high and the support for excluded pupils needs further development.

The school has the following strengths

- Leaders have been quick to identify areas of weaker teaching, learning and leadership. They have provided effective support and taken appropriate action to remove these weaknesses. As a result, the quality of teaching and middle leadership has improved.
- The personal development of pupils is a strong feature of the school. Pupils behave well. They are respectful and tolerant of others' views and beliefs.
- Leaders have ensured that the curriculum meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). The work done to meet the needs of those pupils who access the enhanced provision in the school is a strength.
- The restructured governing body knows the school's strengths and weaknesses well.

Full report

What does the school need to do to improve further?

- Further improve leadership and management by:
 - further developing the skills of new and established middle leaders so that their actions have a rapid and positive impact on the outcomes of all pupils in their subject areas
 - continuing to address the structures of leadership and management in the school to secure further the best model to improve the school further
 - continuing to focus on the support disadvantaged pupils receive so that they make better progress.
- Improve the quality of teaching, learning and assessment so that pupils' outcomes improve by:
 - supporting the leadership of the core subjects so that strategies and actions are very clearly focused on accelerating the progress of all pupils in these subjects
 - ensuring that teachers take into consideration pupils' starting points when planning for learning and progress, particularly for the most able pupils
 - ensuring that where pupils self-assess, and peer assess each other, teachers follow up the actions pupils need to take, to improve their own knowledge, skills and understanding
 - ensuring that pupils' responses to teachers' guidance, in line with the school's policies, is of a high quality, so that pupils make better progress.
- Further improve the personal development and welfare of pupils by:
 - continuing to support the needs of the small number of pupils who are often excluded from the school, or who do not attend school regularly, to encourage them to engage more positively with their learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have created an environment in the school which is inclusive of all. The determination of the governors and headteacher to give every pupil a chance of success is reflected in the high expectations that leaders have of both pupils and staff. Staff are motivated to do the very best they can for pupils. This is evident from their determined efforts, which are focused on helping pupils to make better progress.
- Leaders know the school very well. They have an accurate view of the school's strengths and weaknesses. They have put into place appropriate plans to make the necessary improvements. These plans are regularly reviewed by governors and leaders to ensure that those actions, which are having less impact than desired, are modified or changed, so that the speed of improvement is increased.
- Leaders have introduced an effective system for monitoring the quality of teaching, learning and assessment. The structure involves leaders at all levels, and has, in the past year, resulted in leaders being able to identify, accurately, the weaknesses in teaching and learning. The quality of teaching and learning is improving.
- Senior leaders have been determined to strengthen middle leadership in the core subjects and in other subjects, where required. As a result, recent appointments to the leadership of mathematics, science and humanities have been made. These appointments are already having an impact on the quality of work produced from pupils, with some improvements in their progress too. However, leaders and governors acknowledge that while middle leadership has been strengthened, there is a need to support and develop these middle leaders further.
- Teachers value the opportunities they have to engage in professional development sessions, which are specific to their needs. Whole-school professional development is supporting teachers too. It is supporting them to understand how to take the effective actions required to improve the outcomes of pupils. As a result, the quality of teaching and learning is improving.
- Pupils of all abilities and needs, benefit from a curriculum, which is broad and balanced. The curriculum now has EBacc subjects at its core. Leaders firmly believe that these will be advantageous to the pupils who leave the school at the end of their studies. However, the curriculum is also inclusive and meets the needs of all pupils. A strength of the school is the way in which those pupils who access the enhanced provision can integrate into mainstream classes, while also benefiting from a learning pathway which supports their specific needs.
- Leaders have ensured that pupils are given the opportunity to consider and discuss issues which are relevant to their lives in modern Britain. Furthermore, leaders have made certain that displays around the school are coordinated in such a way that they underpin the work in subject areas. In addition, displays raise the profile of the local, national and global issues which affect pupils' lives. As a result, pupils' behaviour and development is respectful and tolerant.
- There remains more work to do to improve the progress of disadvantaged pupils. Leaders have recently ensured that there is a whole-school focus on these pupils. Their

plans identify appropriate actions and are already having a measurable impact on the attitudes of pupils.

- A small number of pupils attend alternative provision settings commissioned by the local authority. Regular communication ensures that leaders are aware of the progress, behaviour and attendance of these pupils.

Governance of the school

- Governors have an accurate view of the strengths and areas of weakness in the school. They have confidence in the determination and passion of the headteacher. They believe, rightly, that after a period of transition and turbulence in staffing, he has now secured the stability and sustainability, which will be required to make more rapid improvements.
- Governors have engaged effectively with the local authority to access further support through partnerships with local high-performing schools. In addition, extra capacity at senior leadership level has been secured for the current academic year, through the secondment from a local school of an experienced deputy headteacher.
- After a period of restructure in the governing body, governors acknowledge that there is a need to ensure that they establish a succession model of governance for the future. Plans are in place to ensure that governor training is appropriate to their role and that the training allows them to improve their skills and knowledge further.
- Governors challenge leaders on the impact of the use of the additional funding the school receives for disadvantaged pupils and for those with SEND. They acknowledge that they need to put into place accountability frameworks which more effectively monitor the allocated spending of the funds.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that the appropriate checks are made on any adults who either work in, or visit, the school.
- Leaders take the appropriate actions, through rigorous staff training, to ensure that there is a culture where all staff are vigilant in identifying any signs which may raise concerns about the well-being and safeguarding of pupils.
- School records, seen by inspectors, evidence how the school takes a proactive role in referring concerns to the appropriate agencies. They follow up such concerns and ensure that the needs of pupils remain first and foremost in any actions which are then taken.

Quality of teaching, learning and assessment

Requires improvement

- Teachers' knowledge is consistently strong across all subjects. However, the level of challenge which pupils experience in their learning is inconsistent. In the strongest examples of learning, teachers use skilful multi-layered questioning and set tasks to extend pupils' verbal and written understanding. In those examples, which are not as

strong, questions and tasks demand only simple sentences or one- or two-word responses from pupils.

- The quality of the application of the school's policy on teacher feedback and pupils' response is inconsistent, both across subjects and within subjects. In stronger examples, pupils respond in such a way that they make progress in their understanding. In weaker examples, pupils' responses are superficial. As a result, pupils do not make the progress that they are capable of.
- Pupils have clearly developed the maturity, and understood the established routines in all subjects, to self- and peer-assess their work. The quality of these assessments, however, is variable. Although pupils identify their own actions to improve their work, often they do not take these actions. Teachers do not consistently challenge or follow up the pupils' next steps.
- Across subjects, inspectors observed that some teachers were setting and checking pupils' homework regularly. Where homework was seen, it consolidated, or built upon, prior learning appropriately. There remain, however, some inconsistencies in the setting of homework according to school policy, and, in some cases, inconsistencies in the acknowledgement of this work by teachers.
- Inspectors observed examples of pupils' work where they had been given the opportunity to write at length and, as such, develop their skills in writing and literacy. In other examples, teachers had focused on developing subject-specific literacy too. However, these approaches are inconsistent across subjects. In addition, in some pupils' work, where spelling, punctuation and grammar mistakes had not been corrected, mistakes have become routine in pupils' writing.
- In the vast majority of lessons observed, pupils' attitudes to learning were positive. Any examples of minor disruption were very rare. However, because of a lack of challenge in some cases, pupils were more passive than active in their learning. This restricted the progress they were making.
- The presentation of pupils' work across subjects is generally of a high quality, although more so in key stage 4 than it is in key stage 3. Pupils are acquiring a comprehensive and neat set of subject notes. However, their work evidences that they are being given fewer opportunities to apply their knowledge and understanding and practise their skills. In particular, this limits the progress of the most able pupils.
- Pupils with SEND are supported well by teachers and additional adults in classrooms. Teachers carefully provide these pupils with frameworks for learning, which are appropriate to their needs. Additional adults encourage pupils to be independent in their learning experience, but support them when there is a need to do so.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' work is generally presented to a high standard. They are proud of their school, wear their uniform well and talk positively about the improvements which have been made. Pupils show a maturity in their understanding of why changes have been

necessary.

- The quality of guidance pupils receive so that they can make choices about the next stage of their education, employment or training is a strong feature. Pupils receive this guidance at age-appropriate levels throughout their time at the school. While some pupils report they would like more guidance, inspectors were satisfied that the guidance all pupils do receive is of a high quality. The school has received a national quality mark in recognition of its work in this area.
- The vast majority of pupils have positive attitudes to their work. Any low-level disruption is a rare occurrence. Occasionally, however, pupils are not sufficiently or consistently challenged in their work.
- Leaders have ensured that, through the society and ethics sessions, pupils benefit from a comprehensive programme of personal development. The programme covers a wide range of issues. These include healthy lifestyles, extremism, bullying, e-safety and mental health, among many others. In addition, the school delivers four personal development days per year to all pupils, inviting guest speakers and arranging educational visits as part of the programme. Pupils speak enthusiastically about these aspects of their school experience.
- Leaders have introduced a tutor programme, which provides opportunities for pupils to develop their reading and social skills. However, inspectors observed inconsistencies in the delivery of the tutor sessions. This was further confirmed by discussions with pupils.

Behaviour

- The behaviour of pupils is good.
- Pupils in the school are confident young people. They are polite, courteous and welcoming to visitors to the school. Throughout the inspection, inspectors observed pupils' respect for each other, as well as for their teachers and staff members.
- Inspectors did not observe any incidences of derogatory, offensive or aggressive language or behaviour during the inspection.
- The vast majority of pupils report that bullying is rare in the school, but where it does occur, teachers and staff deal with it quickly and effectively. A very small minority of pupils believe there could be more that the school could do to prevent incidents of bullying.
- Pupils say that they feel safe in the school. Those pupils who access the enhanced provision report that they feel welcome and safe in mainstream lessons and in the small groups they can access. They talk very positively about their experiences. One pupil said, 'I like it here because the school cares about pupils and looks after them really well, whatever their difficulties are.'
- School leaders have worked hard to engage the very small number of pupils who have been excluded on a regular basis. It is clear, from the evidence presented to inspectors, that the school has an inclusive approach. It is working hard to ensure that, wherever possible, the school adapts its provision to meet the needs of these pupils to get them back on track.

- Pupils in this school value their education. Pupils are punctual to school and lessons, and their attendance, overall, is at the national average. The latest school information shows that attendance for most groups of pupils is improving. However, there remain a small number of pupils who are regularly absent from school. School leaders work, relentlessly, with a wide range of agencies. They engage these pupils and their families and support them, so they attend more regularly.

Outcomes for pupils

Requires improvement

- The provisional information for pupils who left the school in the summer of 2018 show that GCSE outcomes have improved, in many areas, when compared to the published outcomes for those pupils who left the school in the summer of 2017. However, leaders recognise that these improvements are not sufficient. Outcomes remained below national expectations when comparisons are made to those pupils nationally who have similar starting points.
- Historical outcomes information identifies, clearly, that the core subjects of English, mathematics and science have been weaker in terms of pupils' progress than is the case in other subjects. Leaders are aware that core subjects are a priority for improvement. They have worked rigorously to strengthen leadership and recruit strong teachers in order to improve outcomes. These actions are beginning to have a positive impact on pupils' progress.
- The outcomes in mathematics have not been good enough. The leadership of the school is now making good and effective use of school-to-school support to guide the work of the newly appointed leader of mathematics. As a result, new structures for teaching, learning, and the assessment and monitoring of pupils' progress have been established. This is already having a positive impact on the pupils' attitudes to mathematics and their progress.
- In the past, the progress of pupils, in both English and science, has been disappointing. Leaders have, again, recruited the school-to-school support in these subjects, alongside the appointment of a new leader of science. Inspectors observed evidence of improved approaches to teaching, learning and assessment. As a result, pupils are beginning to make better progress in these subjects.
- Disadvantaged pupils have improved attitudes to learning and respond well to the additional support they receive. They produce well-presented work. However, they too, as with all other pupils, now need further challenge to improve their work so they make more rapid progress.
- Those pupils with SEND are making strong progress relative to their specific needs. They are well supported in their learning and, as a result, they are regularly challenged to make the improvements they are capable of.
- Pupils are well prepared for the next stage in their education. For those pupils who left the school in the summer of 2018, all of them were able to find places in higher and further education, apprenticeships, employment or training.

School details

Unique reference number	118076
Local authority	East Riding of Yorkshire
Inspection number	10053047

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

Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	495
Appropriate authority	The governing body
Chair	Mrs Rachael Davies
Headteacher	Mr Richard Harrison
Telephone number	01430 83450
Website	www.tmws.co.uk
Email address	office@tmws.co.uk
Date of previous inspection	17–18 May 2016

Information about this school

- The school is a smaller than the average-sized secondary school.
- The proportion of disadvantaged pupils is lower than average.
- The proportion of pupils with SEND is below average. The proportion who have an education, health and care plan is above average.
- Of the cohort, 97% of pupils are White British, 3% are other ethnicities.
- A very small number of pupils attend Aspire Academy alternative provision in Hull.
- The school works in partnership with the local authority and receives external support from The Wolds Learning Partnership.
- The school is maintained by the local authority.
- In recent times, the school has undergone substantial turbulence in leadership and staffing in the areas of mathematics and science.

- The school provides specially resourced provision, currently for 14 pupils who have a range of needs, including those arising from autism spectrum disorder.

Information about this inspection

- Inspectors observed learning in 42 lessons and 10 registration sessions, some jointly with senior leaders.
- Discussions were held with senior and middle leaders, other staff, governors and representatives from the local authority and the school's external support.
- Inspectors looked at pupils' work in lessons and a sample of pupils' workbooks.
- Inspectors observed pupils' behaviour before school, during lessons, around school, at registration sessions, at breaktime and at lunchtime.
- Inspectors spoke with pupils in discussion groups and informally around school.
- Inspectors scrutinised a wide range of documents, including the school's self-evaluation, its improvement plans, minutes of meetings of the governing body, information about the attainment and progress of all pupils, records relating to behaviour, attendance and safeguarding and information on the school's website.
- Inspectors considered 79 responses to Ofsted's online questionnaire, Parent View, including 65 free-text responses. Inspectors also considered 95 responses to the pupil survey, alongside 24 responses to the staff survey.

Inspection team

Barry Found, lead inspector	Her Majesty's Inspector
Elizabeth Cresswell	Ofsted Inspector
Aejaz Laher	Ofsted Inspector
Michael Cook	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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