

# Inspection of The Market Weighton School

Spring Road, Market Weighton, East Yorkshire YO43 3JF

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Inspection dates: 14 and 15 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires Improvement

## **What is it like to attend this school?**

The Market Weighton School is on the edge of the town, but for many it is in the heart of the community. It is a caring school that has values of 'respect, honesty, compassion, resilience, industry and courage'. Inspired pupils are happy to demonstrate these qualities because they understand their importance.

Pupils take pleasure in the broad offer of subjects and spoke to inspectors confidently about what they have learned. Teachers with expertise support pupils in achieving objectives that go beyond the academic curriculum. Many extra-curricular activities are available and well attended.

Regardless of pupils' starting places, leaders have made it a top priority to offer an ambitious curriculum to all. Pupils respond to the high expectations of teachers. Pupils appreciate the support their teachers give them and know that teachers want the best for them.

Pupils feel safe and secure at school. Staff deal with bullying when it occurs and is reported. The school is calm, caring and purposeful. Respectful conduct and good relationships are seen both in lessons and social time. If pupils need support or advice, they know who to contact.

## **What does the school do well and what does it need to do better?**

Leaders are dedicated to enhancing the prospects for pupils. A curriculum that is broad, stimulating and challenging is in place. Subject leaders arrange the fundamental concepts that pupils need to grasp in an appropriate order. This curriculum planning is at an advanced stage in most subjects. Leaders know that in a small number of foundation subjects, the planning is not as clear in all topic areas. Teachers are knowledgeable. Assessment checks on prior learning are warmly received by pupils. Teachers use the knowledge gained to inform lesson content and the curriculum. This helps to address any misconceptions pupils may have.

Reading plays a significant role in the culture of the school. Pupils take part in a variety of planned activities to encourage a love of reading. There is a methodical strategy in place to boost reading ability. Leaders provide a reading book to Year 6 pupils as part of their transition to secondary school. This book provides a stimulus for classroom discussion and activities in Year 7.

Leaders have set very high expectations for pupils' conduct. Pupils behave well throughout the school. They display consideration, respect and care. The vast majority of pupils maintain diligent efforts in class.

Pupils who attend the enhanced resourced provision (ERP) interact and study with their peers. There is no dividing line between the ERP and the school. All are pupils of The Market Weighton School and community. One of the school's strengths is its

support for pupils with special educational needs and/or disabilities. The special educational needs coordinator makes sure that staff have a thorough awareness of the needs of pupils and know how to best meet their needs. Inspectors observed effective tailored support for individual pupils.

Leaders have developed a detailed personal development programme. It covers fundamental British values and contains the required material on relationships and sex education. Pupils learn about appreciating diversity, being polite, maintaining good relationships and keeping safe.

Pupils receive thorough and targeted careers advice. This covers their available options at the end of Year 11. The school provides work experience for pupils in Year 10. Some pupils are supported throughout their work experience by a member of staff attending with them. The leaders plan a wide variety of extra-curricular activities. These excite pupils' wider interests and inspire them to participate.

Governors know the school well. There is a mix of new and experienced governors who are adept at asking probing questions of leaders. The headteacher and governors have created an outward-looking mindset in staff. This has allowed staff to access support and professional development that is directly linked to personal and whole-school priorities. Collaboration with other schools, the local authority and a variety of training providers has provided the opportunity to strengthen middle leadership. Leaders take into account staff workload and well-being without sacrificing the educational experience for pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Systems for safeguarding are strong. Pupils are well known to leaders. Staff are alert to any potential risks pupils may face. They carefully check the attendance, punctuality and behaviour of their pupils. Every member of the staff is aware of the problems that could endanger pupils and is trained to spot and report them.

Leaders meet regularly to discuss instances and issues that pupils face in the local community, drawing important lessons from different situations to better protect and safeguard children.

Pupils follow a thorough curriculum of lessons, assemblies and activities that teach them how to recognise risks, protect themselves and stay safe. They have confidence that adults will address their problems and take any concerns seriously.

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

### (Information for the school and appropriate authority)

- In some of the less-developed foundation subjects, leaders have not clearly specified the content they want pupils to retain. This means that pupils are at risk of not building on prior knowledge. Leaders should make sure they have determined the essential knowledge pupils require and that it is included in curriculum plans for all subject areas.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	118076
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10241145
<b>Type of school</b>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	578
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Mrs Rachel Davies
<b>Headteacher</b>	Richard Harrison
<b>Website</b>	<a href="http://www.tmws.co.uk">www.tmws.co.uk</a>
<b>Date of previous inspection</b>	24 June 2021, under section 8 of the Education Act 2005

## Information about this school

- This school is smaller than an average-size secondary school.
- The school has a designated on-site integrated resource for 26 pupils with autism spectrum disorder.
- The school uses one registered and three unregistered alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical educational qualifications and apprenticeships.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior leaders.

- The lead inspector met with a representative from the local authority who has supported the school.
- Inspectors conducted deep dives into English, science, modern foreign languages and physical education. In each subject, inspectors visited lessons, scrutinised pupils' work and held discussions with subject leaders, teachers and pupils.
- Inspectors met with the designated safeguarding lead to discuss the arrangements in place to safeguard all members of the school community. Inspectors scrutinised checks leaders make on the suitability of staff, and other safeguarding records.
- Inspectors reviewed a range of school documentation, including policies, plans and record-keeping for safeguarding, behaviour management, attendance, careers education, advice and guidance, and relationships, sex and health education.
- The inspection team spoke to staff about behaviour and their workload in the school. The responses to Ofsted's surveys for pupils, staff and parents were also considered.
- Inspectors met teachers who are at an early point in their teaching careers.
- The lead inspector met with representatives from the local governing body, including the chair of governors.

### **Inspection team**

Richard Jones, lead inspector	His Majesty's Inspector
John Linkins	His Majesty's Inspector
Chris Fletcher	Ofsted Inspector

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