

# Inspection of South Craven School

Holme Lane, Cross Hills, Keighley, West Yorkshire BD20 7RL

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Inspection dates: 2 and 3 February 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 9 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

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

Pupils benefit from attending a welcoming and inclusive school. The school motto, 'valuing all our successes', captures how leaders appreciate the individual achievements of each pupil. Teachers know their pupils well and the relationships between staff and pupils are very positive. Pupils told inspectors that they feel happy and safe. Bullying is rare, but if it does happen pupils said that staff deal with it quickly.

Leaders have high expectations of all pupils. Pupils respond to this and move around the school in a calm and sensible manner. In lessons, pupils show strong attitudes towards their learning. They work hard and behave well. Sixth-form students enjoy their studies. Staff encourage and support them to be ambitious in their next steps.

There is a wide range of extra-curricular opportunities in which pupils can take part. These are proving popular, with pupils and staff sharing their interests and talents in the 'This is South Craven. This is me' weekly bulletin. Pupils enjoy plentiful opportunities for debate and discussion during tutor time. This helps pupils to reflect on topical issues and develop their confidence.

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

In most subjects, leaders have thought carefully about the most important knowledge and skills that they want pupils to learn. They have structured the curriculum so that pupils build upon existing knowledge and learn about important concepts. Teachers use strong subject knowledge to identify the significant themes within subjects that pupils learn about. These themes are returned to regularly. For example, in English, pupils study 'voices' through a diverse range of texts to help them learn about different cultures. Teachers check that pupils remember important knowledge and vocabulary before moving on. They do this through effective questioning to explore pupils' understanding. Teachers act quickly to address any gaps in pupils' learning. Sixth-form lessons build on what pupils learn in key stage 4.

Leaders' curriculum thinking in some subjects, such as history and science, is less well developed. In these subjects, the most important knowledge and skills that pupils need to learn and connect is not thoroughly considered. This means that some pupils do not deepen their knowledge as effectively as they should. Pupils find it more difficult to build connections between their learning in these subjects.

Leaders ensure that teachers receive, and use, clear information about pupils with special educational needs and/or disabilities (SEND). This contributes to effective support for pupils with SEND who follow the same curriculum as their peers.

Leaders ensure that the curriculum stays broad for all pupils across both key stage 3 and key stage 4. Although the number of pupils who study a language in key stage 4 is low, leaders have made changes to encourage more pupils to continue studying

a language. In the sixth form, students choose from a wide range of academic and vocational courses.

Reading is a priority for leaders at South Craven School. Pupils in key stage 3 read every day in tutor time. Teachers use 'summarise, clarify, question' to help pupils analyse texts in lessons. Leaders have introduced a range of programmes to support the weakest readers, including a phonics programme. However, the culture of reading among pupils is not yet embedded. Leaders are aware that there is more work to do to promote a love of reading.

Pupils speak warmly about the relationships that they have with staff. There is an atmosphere of mutual respect among pupils and adults which impacts positively on pupils' behaviour and attitudes. Pupils told inspectors that there are lots of staff they can talk to if they need support.

Leaders have high expectations of pupils' attendance and behaviour. For pupils with SEND and disadvantaged pupils, attendance is lower than their peers. Leaders are taking action to improve the attendance of these groups of pupils. However, leaders do not check the effect of their actions to improve attendance closely enough.

Leaders have constructed a comprehensive programme to develop pupils' character and their learning habits. In tutor time, assemblies and performance lessons, pupils learn about equality, diversity and the protected characteristics. Through this, pupils develop an understanding of people who are different to themselves. Pupils are reflective and thoughtful in performance lessons, thinking deeply about important issues such as how to stay safe online. From Year 7 to Year 13, pupils receive impartial careers guidance. Leaders have built partnerships with a range of employers, apprenticeship providers and education institutions so that pupils make informed choices about their next steps.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders check the suitability of adults that they employ or who volunteer at the school.

Staff know how to identify pupils who may be at risk of harm. They report any concerns over pupils' safety or welfare to leaders. Leaders work with other agencies to secure the right support for pupils and their families. Staff and governors receive regular and appropriate training, including about local risks and issues that may arise in the community.

Pupils learn about how to keep themselves and others safe. This includes staying safe online and how to develop healthy relationships.

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

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

- In some subjects, leaders have not thoroughly considered the most important knowledge and skills that pupils need to learn. This means that some pupils do not deepen their knowledge as effectively as they could. Leaders should continue to develop the curriculum in these subjects to help pupils to remember the important knowledge they are taught and make links with their prior learning.
- Pupils with SEND and disadvantaged pupils continue to have attendance below that of others. Leaders should monitor their actions to improve pupils' attendance and put in place further support for pupils if required.

### 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>	136736
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10266126
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,880
<b>Of which, number on roll in the sixth form</b>	384
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Emma Benn
<b>Headteacher</b>	Martyn Hill
<b>Website</b>	<a href="http://www.southcraven.org">www.southcraven.org</a>
<b>Date of previous inspection</b>	12 and 13 March 2013, under section 5 of the Education Act 2005.

## Information about this school

- 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.
- The school is a larger-than-average-sized secondary school.
- The school currently uses two registered alternative education providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, senior leaders and trustees.
- Inspectors carried out deep dives in English, drama, science, history and mathematics. This involved discussing the curriculum with subject leaders,

visiting a sample of lessons, looking at pupils' work and talking to pupils and staff. An inspector also observed pupils reading.

- Information about behaviour and attendance was scrutinised.
- The inspection team spoke to staff about behaviour in the school and their workload.
- Inspectors also met with those responsible for the school's safeguarding arrangements. They also looked at safeguarding records, including pre-employment checks for staff.
- Inspectors considered the views of pupils, parents and staff through discussions during the inspection and responses to the Ofsted's online surveys.

### **Inspection team**

Kate Morris, lead inspector	Ofsted Inspector
Chris Fletcher	Ofsted Inspector
Pritiben Patel	Ofsted Inspector
Garry Stout	Ofsted Inspector
Richard Jones	His Majesty's Inspector

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