

Inspection of Malton School

Middlecave Road, Malton, North Yorkshire YO17 7NH

Inspection dates: 13 and 14 December 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Sixth-form provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

This is an inclusive school which has very high ambition for its pupils. Pupils study a broad range of subjects and are taught well-planned lessons. The school makes good use of innovative technology to ensure that all pupils can access learning. Most pupils make good progress as they work through the school's curriculum.

Pupils are polite, respectful and happy. Pupils have good relationships with staff and feel safe at the school. Pupils learn how to keep themselves safe online. They learn about dangers such as vaping and drugs misuse. Most pupils behave well in lessons. A small number of pupils sometimes show off-task behaviour, which limits their learning.

Pupils benefit from many personal development activities. These include The Duke of Edinburgh's Award, the European Space Agency Astro Pi Challenge and coding. The school ensures that pupils experience a wide range of trips and visits that enrich the curriculum. For example, pupils have opportunities to visit York to learn about urban land use change. They also visit London to learn about economics and visit various battlefields to learn about historical conflicts.

Sixth-form students enjoy an exceptional educational experience. They are taught by highly knowledgeable teachers and receive an exceptional array of personal development experiences.

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

The school has designed an ambitious curriculum. Pupils study a wide range of subjects that prepare them well for future education, training or employment. The curriculum is well designed and is fully inclusive. The school has seamlessly integrated the use of innovative technology to support learning. For example, pupils access learning materials via personal tablets. Pupils who speak English as an additional language receive materials that are automatically translated. Pupils with special educational needs and/or disabilities (SEND) receive tailored support.

Teachers have excellent subject knowledge. Pupils are well taught and enthusiastic about their learning. Pupils' work is assessed regularly. Pupils receive informative feedback that allows them to make progress through the curriculum. For the most part, teachers explain concepts well. This helps pupils understand difficult and complex ideas. In some lessons, connections between new learning and prior learning are not reinforced. Some pupils do not link knowledge between related topics to develop a deep understanding. Sixth-form students are very well taught. Complex ideas are explained with clarity. As a result, sixth-form students make excellent progress through the curriculum.

Most pupils make good progress through the curriculum and achieve well. The school recognises that some disadvantaged pupils do not make the progress that

they should. Leaders have clear plans and appropriate strategies to improve the progress that these pupils make.

The school prioritises reading. The school has introduced a plan to develop a strong culture of reading among all pupils. The school accurately identifies reading ability and literacy levels of all pupils, including students in the sixth form. Pupils who are struggling to read receive timely and appropriate support.

Most pupils behave well in lessons and move around the school sensibly. Pupils are enthusiastic about learning and show positive attitudes towards adults. A small minority of pupils sometimes display off-task behaviour in lessons. Sometimes, this is not noticed and corrected by teachers. Most pupils attend school regularly. The school is taking all possible measures to improve attendance.

Pupils learn about a range of pertinent topics that support their personal development. For example, pupils are taught about healthy relationships, about how to keep themselves physically and mentally healthy and about protected characteristics. However, there is some variability in how well pupils remember some topics. Pupils are well supported with careers advice and guidance.

The school provides a very wide range of personal development activities. These are designed to broaden and enrich pupils' experiences and develop employability skills. For example, pupils take part in activities such as debating, astronomy, garden development and filmmaking. The school has designed the timetable to ensure that all pupils access these opportunities. Students in the sixth form enjoy an extensive range of personal development opportunities. Students take an active part in the life of the whole school and support the wider community. For example, students lead charity fundraising events and provide musical performances at care homes.

Leaders constantly strive for excellence. They have a good grasp of the school's strengths and have clear strategies to support further improvement. Staff are very proud to work at the school and feel well supported with their workload. Staff have access to plentiful training opportunities and are nurtured to develop their talents and expertise. Governors are very well informed about the school and hold leaders to account effectively. Leaders have carefully planned the future direction of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching sometimes does not connect prior learning with new learning. Some pupils do not link knowledge to develop a deep understanding. The school should ensure that lessons consistently develop links and build on what pupils know, so they can develop a deep understanding.
- Off-task behaviour is not consistently prevented or challenged when it occurs. This means that some pupils miss important learning. The school should ensure that off-task behaviour is prevented from the outset and that this behaviour is consistently challenged whenever it occurs.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121681
Local authority	North Yorkshire
Inspection number	10290741
Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,062
Of which, number on roll in the sixth form	264
Appropriate authority	Local authority
Chair of governing body	Rod Anson
Headteacher	Rob Williams
Website	http://www.maltonschool.org/
Date of previous inspection	20 March 2019, under section 8 of the Education Act 2005

Information about this school

- The most recent inspection of the school took place in March 2019, where the school was judged to remain good.
- The headteacher has been in post since 2006.
- The school uses five unregistered and three registered alternative providers of education.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, staff and pupils. They met with governors.
- Inspectors carried out deep dives in these subjects: science, mathematics, English, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons and considered how the needs of disadvantaged pupils and pupils with SEND are addressed. They observed pupils at various times of the school day.
- Inspectors spoke to representatives of the alternative provisions used by the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the views of parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Chris Carr, lead inspector	His Majesty's Inspector
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Adam Ryder	Ofsted Inspector
Dan Whieldon	Ofsted Inspector
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