



# South Holderness Technology College

## Inspection Report

**Unique Reference Number** 118080  
**LEA** East Riding of Yorkshire  
**Inspection number** 280236  
**Inspection dates** 15 February 2006 to 16 February 2006  
**Reporting inspector** Mr J Richardson

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Station Road
<b>School category</b>	Community		Preston
<b>Age range of pupils</b>	11 to 18		Hull, East Riding of Yorkshire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 899315
<b>Number on roll</b>	1846	<b>Fax number</b>	01482 890514
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Glover
<b>Date of previous inspection</b>	1 November 2000	<b>Headteacher</b>	Mr M Cooper

Age group	Inspection dates	Inspection number
11 to 18	15 February 2006 - 16 February 2006	280236

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and four additional inspectors.

## Description of the school

South Holderness School, a specialist Technology College, is a much larger than average mixed comprehensive school to the east of Kingston upon Hull. There are 188 students in the sixth form. The proportion of the pupils eligible for free school meals is well below average. Very few of the pupils speak English as an additional language and the proportion of the pupils designated as having learning difficulties and/or disabilities is below average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 4**

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve.

Significant improvement is required in relation to the achievement of the students and the quality of teaching. The school also requires significant improvement in relation to its sixth form.

The college rightly judges its overall effectiveness as inadequate but improving. The college does not provide satisfactory value for money. Standards are in line with national averages but too many of the students, particularly the more able students and the lower attainers, underachieve. Teaching is too variable. Some is outstanding but too much is inadequate. Behaviour has improved and is satisfactory overall. Most students behave well around the site and in the majority of lessons. However, in some lessons, students disrupt the learning of others. Attendance and punctuality are improving and are satisfactory. The curriculum is satisfactory and is being modified to take greater account of the diverse needs of the students. Arrangements for care, guidance and support are good. In particular, there is a very good new system for assessing the students, setting them targets and tracking their progress. Some of the college's key policies are not implemented consistently enough; this is a barrier to progress.

Inspectors agree with the college's view that the capacity to improve is good. The college has a clear and reliable picture of its strengths and weaknesses on which it has based good plans for improvement. These plans include clear and appropriate priorities. There have been several notable recent improvements including: the assessment system, the behaviour and attendance of the students and the arrangements for monitoring and evaluating the work of the college.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 4**

Inspectors agree with the college's own view that the effectiveness and efficiency of its sixth form is inadequate but improving. In 2004, examination results were average in comparison with most other schools. However, in too many subjects, students did not achieve as well as they should. In 2005, results improved considerably and achievement was better though still not good enough. Teaching and learning is inadequate overall because there is not enough teaching which is good. The school has recently begun to implement a well devised action plan aimed at improving the performance of the sixth form. Some elements of this, notably improvements to procedures for monitoring and supporting students' progress, are already having positive effects, although as yet they are not used consistently by all teachers. Students report that they are now clearer about what they need to do to reach their targets. Form tutors feel they are now better informed and able to provide more effective

support for their students. However, these and other initiatives aimed at improving the quality of teaching and learning and the curriculum, including opportunities for enriching students' learning experiences, have not been in place long enough to have had a significant effect on their achievement. Leadership and management of the sixth form are satisfactory. The quality of the college's recent evaluation of sixth form provision, together with the action plan subsequently produced and implemented, indicates that it has a good capacity to continue to improve.

### **What the school should do to improve further**

The college knows what needs to be done. In particular, it should focus on:

- improving the achievement of the students
- improving the quality of teaching by ensuring tasks are matched accurately to the pupils' different needs
- securing the consistent implementation of the college's key policies.

## **Achievement and standards**

### **Grade: 4**

Students enter the college having achieved broadly average results in their primary schools. Results in the national tests at the end of Year 9 in 2005 were higher than in 2004 and are above the national average overall. Standards were above average in English and mathematics and broadly average in science. The college reached its target for English but missed its targets for mathematics and science.

The proportion of the students gaining five or more higher grade passes in the general certificate of secondary education (GCSE) examinations in 2005 was similar to the previous year. Standards are in line with the national average overall. However, too few of the students achieved the highest grades (A and A\*) in several subjects, including English and mathematics. The college failed to reach its targets.

Across the college, students made inadequate progress in 2005. This contrasts with the previous year when progress was satisfactory. Some groups of students, particularly the more able and the lower-attainers, made inadequate progress. The students with learning difficulties and/or disabilities made reasonable progress. Staff absence has had a detrimental effect on achievement in science. The students made satisfactory progress in Key Stage 3 in 2005. They made markedly better progress in English than in the previous year and their achievement was above average. They made the expected progress in mathematics, but in science there was a decline and progress was below the expected rate. Progress between Key Stage 3 and Key Stage 4 in 2005 was lower than in 2004 and below the expected rate.

In the sixth form, standards rose considerably and progress overall was inadequate but has improved.

## **Personal development and well-being**

### **Grade: 3**

Students' personal development is satisfactory and improving, as is their spiritual, moral, social and cultural development. The school's view is over generous. Inspectors found too many examples of poor attitudes amongst lower ability students, especially boys. Some good changes have taken place and are having a positive impact on attendance and behaviour, but they are not yet firmly embedded, and there are inconsistencies in implementation. The majority of students behave well, and have positive attitudes to learning. The challenging behaviour of a minority of students is well managed by the Student Support Centre, which makes an important contribution to the inclusivity of the college through improving behaviour and reducing the number of exclusions. Most students enjoy college, and this is reflected in their improved attendance and punctuality, and the declining level of exclusions.

The Healthy Schools initiative has successfully raised the profile of students' health and well-being. Students are aware of healthy eating, and the importance of developing an active lifestyle. They value the sports activities available through the extracurricular programme. The college tackles bullying, but 8% of a sample questionnaire returned by parents expressed concerns about bullying. Students say they feel safe, and know exactly what action to take if bullying occurs. There are good opportunities for students to take responsibility, such as serving on the College Council. They feel that their views are valued, and they make a significant contribution towards positive changes, while acquiring good interpersonal skills that will benefit them in the wider community and the work place.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The teaching is inadequate overall, including in the sixth form, and accounts for the underachievement of the students. The quality of teaching is too variable. Lessons are often good, for example in humanities subjects, and some excellent teaching was seen in design and technology. However, too many lessons are inadequate. Even in lessons which are otherwise satisfactory, the teachers do not consistently implement key policies, such as the new policy to ensure high-quality teaching.

When work set for students is varied, interesting, and well matched to their differing abilities, they learn effectively, work at the right level and make good progress. In many lessons, however, the tasks set for the students fail to interest them or are too easy for the most able ones. There is an overuse of worksheets, which are sometimes undemanding and do little to motivate the students, especially the lower attainers. Consequently, lower attaining students, particularly boys, tend to become disaffected and misbehave. In some lessons, the teachers do not manage misbehaviour well enough with the results that the work of the class as a whole can be adversely affected.

The school has a new policy for marking students' work but it is not yet implemented consistently by the teachers. Some teachers mark their students' work very well but spelling and mathematical errors often go uncorrected.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall. It has improved significantly since the previous inspection through: the restructuring of the school day; the teaching of information and communication technology (ICT), religious education and design and technology to all year groups; and regular lessons for all students in citizenship and personal education. Students of all abilities express satisfaction with the courses on offer and speak positively of their enjoyment of the wider range of vocational subjects in Years 10 and 11, some involving links with local colleges. Provision for students with learning difficulties and/or disabilities is good; practical resources are of good quality, as is the support that they receive from trained teaching assistants. Students are developing good ICT skills, reflecting the college's status as a specialist technology college. Planning for the development of students' basic literacy and numeracy skills is productive in a number of subjects, but is inconsistent across the whole curriculum. In the sixth form, there is a satisfactory range of academic and enrichment courses but the college rightly recognises the need to broaden the range of vocational courses. There is a will to work collaboratively on this with other sixth form institutions, but the distance between locations is presenting problems with transport. The range of extracurricular activities is satisfactory. It meets the needs of most pupils.

A new senior appointment has led to a proactive renewal of links with local partner schools and involvement in community projects. Most performance targets for technology college status have been met. All students at Key

Stage 3 and 4 have access to lessons in ICT and design technology. Students' standards in a number of technology-based subjects however, have been variable.

## **Care, guidance and support**

### **Grade: 2**

The college cares for students well. They speak highly of the commitment of their teachers. Effective procedures, properly underpinned by risk assessments, ensure students' health and safety. Child protection arrangements are good, kept under regular review and understood by staff. Teachers know the students well, and those with learning difficulties and/or disabilities or at risk of exclusion are identified early. Good arrangements have been made to support disaffected students in the well-staffed Student Support Centre. Links with parents and other agencies are satisfactory, and the college promotes an effective multi-agency team approach in supporting students. Careers education and guidance are satisfactory and improving. Recent initiatives, such as the Connexions Base, are helping students to make well-informed decisions about the future.

The process for assessing and monitoring students' progress has improved significantly. A newly introduced electronic system is already proving successful in tracking the performance of both individuals and specific subject groups. Detailed data on attendance, progress and behaviour are now held centrally. This information is effectively shared by teachers and managers to plan appropriate support for students and to challenge underperformance.

## **Leadership and management**

### **Grade: 3**

Governance is satisfactory and there have been some recent improvements; for example, the implementation of a policy on staff absence.

The headteacher provides very good leadership and management. He gives clear direction and a sense of purpose. Staff speak highly of the way in which he listens to their views and makes well considered decisions. He has made good progress in raising expectations and challenging underperformance. He has made a good start on establishing a professional dialogue about teaching and learning and has a clear picture of the college's strengths and weaknesses. Inherited financial difficulties, now resolved, initially hampered progress. Financial management is satisfactory. The headteacher has now restructured the senior leadership team. Responsibilities are clear and closely linked to the college's development plan. There is a heightened sense of accountability and a commitment to improvement. Recent well-led work on implementing the national strategy has started to have an impact. Middle managers vary in their effectiveness; several have yet to ensure that some of the college's key policies are implemented consistently. However, others, including in humanities, have taken a strong lead in bringing about improvements. Staff absence in some areas, particularly in science and business studies, has limited progress.

The policy on monitoring and evaluation is good. Senior staff have started to collect systematically information about the college's performance. The college provides a sound balance of challenge and support to areas of weakness in the teaching. Very good systems for tracking the progress of the students, established by one of the senior staff, contribute well to this picture. The college actively seeks the views of parents and pupils and this partnership is satisfactory. There is an emerging corporate understanding of the strengths and weaknesses of the college.

The college has started to alter the curriculum so that it is better matched to the needs of all of its pupils, enabling them to achieve as well as they can. A new library and a computer room have been built. Plans are in hand to rectify deficiencies in the accommodation for science and physical education.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	4
How well does the school work in partnership with others to promote learners' well-being?	3	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	No	No

### Achievement and standards

<b>How well do learners achieve?</b>	4	4
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	4	4
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	3
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	3
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	4	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

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17 February 2006

Dear Students

I am writing on behalf of the inspection team to let you know the judgements we have made about your school. Thank you for taking part in the inspection by talking to us about your work, your life in school and all you do.

By now you have probably heard that your school needs a Notice to Improve. There are some weaknesses and it needs support so that Mr Cooper and his team can improve things and help you make better progress.

Some of you do not learn as much as you could in lessons.

In some lessons, the work is sometimes uninteresting and not challenging enough for you.

Your teachers need to ensure that the good practice seen in some classes, happens in all lessons.

The things that are weak can be sorted out. Your school has some real strengths.

Mr Cooper is a very good headteacher. He knows exactly what the college is like and has good plans to improve it.

There is a very good system for checking your progress.

Your attendance and behaviour have improved.

The college cares for, guides and supports you well.

Best wishes

J Richardson HMI