



Scalby School

Inspection Report

Unique Reference Number 121677
LEA North Yorkshire
Inspection number 281077
Inspection dates 14 September 2005 to 15 September 2005
Reporting inspector Mr Anthony Briggs CfBT Lead Inspector

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

Type of school	Secondary	School address	Fieldstead Crescent
School category	Community		Newby
Age range of pupils	11 to 16		Scarborough, North Yorkshire YO12 6TH
Gender of pupils	Mixed	Telephone number	01723 362301
Number on roll	1057	Fax number	01723 369226
Appropriate authority	The governing body	Chair of governors	Mrs E White
Date of previous inspection	18 September 2000	Headteacher	Mr A Tebay

Age group 11 to 16	Inspection dates 14 September 2005 - 15 September 2005	Inspection number 281077
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Introduction

The inspection was carried out by four additional inspectors.

Description of the school

Scalby School is a specialist Technology College serving the community of north Scarborough and surrounding villages. It is of average size for a secondary school. The number of pupils claiming free school meals is broadly in line with the national average. Most pupils come from the immediate localities, which have some areas of social disadvantage. The school's population is almost entirely white British with a very small number of pupils from minority ethnic backgrounds. English is the first language for virtually all pupils. The number of pupils who have statements of special educational needs is above average. The standards attained by pupils at the time they enter the school are average. The school has Investors in People status and the Sports Mark Award. The present headteacher took up duty in January 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's evaluation of its work gives an accurate and honest picture of a school that provides a satisfactory education. Results in tests and GCSE examinations have been consistently above average and pupils make satisfactory progress. Leadership and management are satisfactory overall. The recently appointed headteacher is highly regarded by staff and is already moving the school forward. Teaching, whilst satisfactory, lacks sparkle and does not always ensure pupils are actively involved in their learning. The school recognises the need to broaden the range of learning opportunities within the curriculum to meet the needs of pupils. It acknowledges that too many pupils have previously not been entered for GCSE examinations. The school works well with partners and outside agencies to promote pupils' well-being. Pupils' spiritual, moral, social and cultural understanding is strong. They speak highly of their school and parents are happy with the provision that the school makes for their children.

Improvement since the previous inspection is inadequate; the governors have not tackled successfully many issues from the last report. The specialist technology status does not fully permeate the school and although resources have improved, it has had little impact on raising standards and improving teaching. Overall, the school has not moved with the times. However, because examination results are above average and pupils make satisfactory progress, the school provides satisfactory value for money. With the recent changes that have been implemented and the accuracy of the headteachers' effective self-evaluation the school now demonstrates a satisfactory capacity to improve.

What the school should do to improve further

- Ensure all managers track the performance of pupils and teachers rigorously, focus sharply on priorities and take effective action to deal with weaknesses.
- Improve the breadth of the curriculum so that it better matches the needs of the pupils and also meets statutory requirements.
- Improve teaching to involve pupils more actively in their learning and make lessons more interesting.
- Ensure governors fulfil their statutory duties and hold the school to account more rigorously.

Achievement and standards

Grade: 3

Pupils reach standards that are above the national average in both Year 9 and Year 11. In Year 9, standards are above average in science and average in English and mathematics. Standards are rising in science and mathematics but falling in English. Teachers in English do not always relate the work to National Curriculum levels and so miss opportunities to guide pupils towards higher standards. The school does not pay enough attention to developing literacy, particularly spelling and punctuation, in all subjects across the curriculum.

Although examination results have been above average overall for a number of years, there has been considerable variation in the GCSE results across the subjects, reflecting the inconsistencies in the quality of teaching that pupils receive. Pupils do particularly well in geography, food technology and French, but their achievement in graphics, textiles, history and drama is not as good as in other subjects.

The school has met some of its targets for GCSE results but not all. Targets for the tests in Year 9 have been unrealistically high for the last two years, and therefore have not been met. However, targets for 2006 are appropriately challenging for the school.

Inspectors agree with the school's judgement that pupils make satisfactory progress. Pupils enter the school with test results that are average. Their GCSE results are above average overall and so it appears that pupils do better than might be expected. However, this progress is not the same for all groups of pupils. In particular, a few lower attaining pupils do not make as much progress as they should in Years 10 and 11. The curriculum provided for these pupils does not meet their needs and too many of them have lost interest and been allowed to 'drop' subjects or follow non-GCSE courses that are not sufficiently challenging.

Personal development and well-being

Grade: 3

Many pupils enjoy coming to school and many arrive willing to learn and to work hard. Attendance is broadly in line with the national picture. Behaviour is satisfactory both in lessons and around the school. However, there is sometimes a lack of involvement in lessons and on occasions pupils do not demonstrate enough interest in the subject matter on offer.

The school's provision for pupils' spiritual, moral, social and cultural development is strong; pupils are helped effectively to gain a balanced view of society. Pupils are satisfied with the opportunities they have in personal, health, citizenship and social education lessons to discuss moral issues and to work collaboratively with their classmates. Well-planned assemblies are really effective in encouraging pupils to respect others and themselves. After-school clubs are well attended and pupils speak highly of the range of music, drama and sporting activities.

The school council provides a satisfactory forum through which pupils express their views and make a contribution to the school community. Pupils are grateful that the school takes effective action to ensure that bullying is not tolerated and, as a result, such behaviour is uncommon. Pupils feel safe in school and child protection arrangements are in place. Sporting activities, modules within the personal, health, citizenship and social education and food technology curriculum, allied to a popular range of healthy options in the canteen, ensure that advice on how to follow a healthy lifestyle is taken seriously by pupils.

Quality of provision

Teaching and learning

Grade: 3

The school says, and inspectors agree, that teaching and learning are satisfactory. However, pupils constantly refer to variations in teaching between different subjects and, particularly, different teachers. 'It depends who you get' is a common answer when they are asked about the quality of teaching and marking.

Teachers know their subjects and the information they give to pupils is generally reliable and accurate. Their management of pupils is satisfactory so there is little significant disruption of lessons. However, too many lessons are lacklustre and dull; pupils are not 'gripped' by the lesson, they become bored and their learning slows. Pupils make adequate progress in such lessons but there is little enjoyment or genuine commitment to learning.

When teaching is good pupils respond enthusiastically. They enjoy lessons where they are actively involved in learning, for example in music and physical education, and where teachers are imaginative in their planning. As a Year 9 boy commented: 'If they use a bit of creativity, people are more interested.'

Occasionally, teaching and learning are outstanding. In a mathematics lesson for lower attainers, the teacher made huge demands on pupils from the outset and they worked furiously to apply Pythagoras' theorem in an unfamiliar situation. However, when the teacher extended the investigation and pupils found that their pattern worked for semi-circles, a spontaneous 'Oh, wow' indicated their joy and satisfaction with the discovery.

The assessment of pupils' work is another area where variation and inconsistency are apparent. Pupils' work is usually marked but not always with enough indication of how the pupil could have reached higher standards. For example, in geography, mathematics and science teachers make good use of pupils' levels of attainment or GCSE grades to tell them how well they are doing and what they need to do to improve. In English and design and technology teachers make little use of these levels.

Curriculum and other activities

Grade: 4

Overall, the curriculum is inadequate because in Years 10 and 11 it fails to meet the needs of all learners and has not kept pace with new initiatives. The present curriculum relies heavily on GCSE courses with few relevant or meaningful options for pupils unsuited to them. Little attempt has been made to incorporate new, more imaginative and practical courses. Consequently too many pupils fail to complete courses and drop out without gaining suitable qualifications. The curriculum for pupils in Years 7 to 9 meets statutory requirements and is appropriate to their needs as indicated in the schools own assessment. In Years 10 and 11, however, the statutory requirement to offer religious education to all pupils is not met, nor do pupils receive their full

entitlement to information and communications technology (ICT). The school does not ensure that a daily act of collective worship takes place. The headteacher recognises the need to develop the curriculum as a matter of priority in order to meet pupils' needs and give them all the opportunity 'to show what they can do'.

As a result of the school's specialist technology status, extra funding has allowed the improved provision of ICT equipment and rooms. Additional staffing and resources have also been made possible in mathematics and science, where standards have improved significantly. However, the impact of the specialist status on the wider school curriculum and ethos of the school is insufficient and the school recognises the need for more rigorous monitoring and evaluation. Pupils are adequately prepared for their future economic well-being, through courses that develop their basic skills at a satisfactory rate. The school offers a rich and varied programme of extra-curricular activities, much to the pupils' appreciation. The after-school sports are particularly popular and add significantly to opportunities for pupils to enjoy a healthy lifestyle.

Care, guidance and support

Grade: 3

The school places considerable emphasis on doing its best to meet the needs of all pupils, including gifted and talented pupils and those with weaker academic skills. The quality of care to ensure the well-being of pupils is strong and pupils speak warmly of the help provided by the pastoral staff. The learning support department and its close liaison with a variety of agencies is effective in supporting pupils who find it hard to make the most of what the school has to offer. The G10 room initiative is effective as a base for vulnerable pupils, many of whom have poor social skills, are at risk of being bullied or who have difficult home backgrounds. The personal education plans for these pupils and the monitoring and review of their progress work well. Staff are rightly proud that many of these pupils have had success in GCSE examinations.

Systems to support pupils starting the school work satisfactorily and learning support staff quickly identify pupils with learning difficulties. Effective systems enable staff to get to know pupils quickly and provide for their individual needs. Careers information is satisfactory and pupils receive timely information to help them make suitable choices. However, there is a significant weakness in the academic guidance offered to pupils. Target setting across the school is inconsistent and advice to pupils on how to improve their level is not effective enough. One Year 11 girl, when asked what she needed to do to improve her grades replied: 'cram more'. This lack of clear evaluation of how well a pupil is doing and what they need to do to get better prevents pupils from really understanding how or what to improve.

Leadership and management

Grade: 3

The inspection team agrees with the school's judgement that the leadership and management of the school are satisfactory overall. The school has maintained above average test and examination results over the past few years but the school admits

that pupils' achievement is not improving as quickly as it should, particularly in Years 10 and 11.

The recently appointed headteacher has brought fresh eyes to evaluating the performance of the school. He has conducted a thorough analysis of the examination results and identified the issues that exist. He has quickly gained an accurate understanding of the strengths and weaknesses in teaching, the curriculum and in aspects of middle management. He has also produced a development plan with good strategies for improvement. Some of the plans have already been implemented and are proving their worth. For example, he has introduced a new behaviour policy that, despite teething problems, has already improved behaviour in lessons. Parents are generally happy with the school and the recent improvements. There are firm plans for improving the curriculum and making it more relevant for many pupils. Although the headteacher has clarity of vision, sense of purpose and high aspirations for the school becoming a centre for excellence, not all staff have been involved enough in evaluating performance. Middle managers in particular do not yet take the necessary action to ensure teaching is consistently good and that new initiatives are delivered. Monitoring systems are not robust enough to evaluate the quality of teaching so that good practice can be shared and teaching improved. However, inspectors are confident that strategies now in place are starting to secure the necessary improvement.

Governance is inadequate. Although supportive of the school, governors have not challenged the work of the school with enough rigour. They have been too dependent on receiving reports and have failed to check for themselves that all is well. Statutory responsibilities have not been met and many of the issues raised at the previous inspection still remain. Despite this lack of progress, the school has recently demonstrated a satisfactory capacity to improve and inspectors judge that the new headteacher has demonstrated the ability and drive to take the school forward.

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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>	School Overall	16-19
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

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

¹ 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

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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Following our visit to your school we would like to thank you for making us so welcome and for sharing your thoughts with us and we would like to tell you what we found out about your school.

You told us that the teachers care about you and make the school safe for you and we agree that they do this well. We also like the way in which they help you understand the importance of right and wrong and help you prepare for future life.

We are impressed at the above average examination results that have been maintained over the last few years and have asked the school to ensure that all of you make even more progress.

Although Mr Tebay has not been at the school very long, he has already begun to make improvements. The inspectors agree with the school's decisions about what it should do next to make things even better for you.

We have asked your teachers to make lessons more interesting and to try and involve you more in activities that keep you interested as well as helping you learn more. Mr Tebay is going to be making some changes to the range of subjects and courses you are offered so that they suit you better and we think this is a really good idea.

We have also asked the governing body to check up more on what is going on in school and how well you make progress. They also need to make sure you all get your full entitlement to information technology and religious education lessons.

You also have an important part to play in improving your school. We want you to work even harder for your teachers and put your views forward more through your school council. We and your teachers want you to get the best possible deal out of your time at Scalby.