

Scalby School Technology College  
Fieldstead Crescent  
Newby  
Scarborough  
North Yorkshire  
YO12 6TH

28 September 2006

Dear Mr Tebay,

### OFSTED MONITORING OF SCHOOLS WITH GRADE 3

Thank you for the help which you and your staff gave when I inspected your school on 26 September 2006, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also pass on my thanks to those students and staff who met with me and to your vice-chair of Governors for the time he gave.

As a result of the inspection on 14 and 15 September 2005 the school was asked to address four areas for improvement: teaching, to involve students more actively in their learning and make lessons more interesting; the rigour with which the performance of students and teachers are monitored; the breadth of the curriculum so that it better matches the needs of the students and also meets statutory requirements; and the part played by governors in holding the school to account.

Having considered all the evidence presented by the school and the local authority together with a range of inspection activities, including visits to lessons, I am of the opinion that, at this time, the school is making satisfactory progress in addressing the issues for improvement.

The designation of specialist school status in technology has resulted in increased provision in terms of resources and impacted positively on student achievement in information and communication technology (ICT) and mathematics.

Progress on improving the quality of teaching has been satisfactory. As head teacher you have a very clear idea of what is required to bring about improvement and have successfully shared this with the senior leadership team. Short visits to lessons selected by the school confirmed that good practice is evident. Lesson plans make reference to learning objectives and these are shared with the students. The use of ICT, role play and focussed discussions coupled with careful questioning and clear explanations sustained students interest and enabled them to be actively involved in the learning process. A particular feature is the way some staff are working hard to establish good relationships with students and as a consequence increasing

levels of motivation. These features are not evident in all lessons and improvement is still required.

The school has introduced a number of measures to monitor the quality of teaching and these are beginning to impact on classroom practice. There is a clear link between the objectives contained in the school improvement plan with related targets set for members of the senior leadership team and heads of department. These key staff now have a greater understanding of what needs to be improved. They are being held to account and this is helping to increase the rate of change. Some departments, for example, mathematics, have responded well and put monitoring procedures in place. This has contributed to effective teaching. There remains much to do. There is inconsistent practice, for example, in the quality of lesson planning, teaching style and the marking of students' work, between and within departments. This is due to a lack of effective monitoring by some heads of department and the reluctance of some staff to embrace new ways of working. The use of data and other evidence to analyse pupil performance is established and as a result the capacity to identify students' strengths and weaknesses is improving. Challenging targets are set to raise achievement. You have rightly identified the need to ensure that what teachers know about individual students is used to plan appropriate learning experiences that will enhance progress. Overall, the progress made in monitoring teaching and students' performance is satisfactory.

Good progress is evident with regard to improving the breadth of the curriculum. The introduction of a 'pathways' curriculum which reflects the aspirations and capabilities of students together with a range of National Vocational Qualifications in conjunction with a local further education college and BTEC awards have provided students in Year 10 with a greater choice of options. Statutory requirements in respect of Physical Education, ICT and religious education have been met. Plans are in hand for students to experience a daily act of collective worship.

The governing body is better placed to monitor the work of the school. The agenda of every meeting includes an opportunity for members to discuss the progress of initiatives contained within the school improvement plan. A good working relationship is emerging that is supportive whilst holding the school to account. At present governors do not visit school regularly to see for themselves the impact of initiatives designed to bring about improvement.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Christopher Keeler  
Her Majesty's Inspector