

Knottingley High School and Sports College

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 108283 |
| Local Authority | Wakefield |
| Inspection number | 337051 |
| Inspection dates | 10–11 November 2009 |
| Reporting inspector | Heather Barnett HMI |

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

| | |
|--------------------------------------------|----------------------------------------------------------|
| Type of school | Secondary |
| School category | Community |
| Age range of pupils | 11–16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 718 |
| Appropriate authority | The governing body |
| Chair | Mr S Stretton |
| Headteacher | Miss E Churton |
| Date of previous school inspection | 3 February 2007 |
| School address | Middle Lane Knottingley West Yorkshire WF11 0BZ |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 25 lessons, and held meetings with senior and middle managers, the chair of governors, the School Improvement Partner, staff and groups of students. They observed the school's work, and looked at a range of policies, departmental reviews, students' case studies, lesson observation records, staff and students' questionnaires and around 70 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of students and their development
- the development and monitoring of teaching and learning
- the prioritisation of welfare and safeguarding to ensure all needs are met
- the role of leadership and management in developing the school and sustaining change and progress.

Information about the school

Knottingley is a smaller than average secondary school which serves a relatively disadvantaged catchment area. The proportion of students eligible for free school meals is higher than average. The percentages of students with special educational needs and/or disabilities is much higher than average, particularly in some year groups. The percentage with a statement of special educational need is lower than average. The numbers of students from minority ethnic backgrounds is below average. The school acquired sports specialist status in 2002 and drama as a second subject specialism in 2006. The school has achieved a number of awards related to its sports specialism and a range of awards relating to other aspects of provision.

Knottingley School has gone through a period of great change over the last two years. After the 2007 results, the school became part of the National Challenge programme. There was a review by the local authority in December 2007 which resulted in increased support from the local authority and the engagement of a National Leader in Education for the school. The headteacher retired and a new headteacher was appointed for September 2008. The school was deemed no longer a National Challenge School in March 2009.

Childcare provision is provided on the school site through Little Acorns Nursery Limited, managed by private providers. This was inspected at the same time as the school and the inspection report can be found on Ofsted's website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Knottingley is a satisfactory school. It has a number of good features and is improving rapidly. The standards reached by students at the end of Key Stage 4 in 2007 were low and the progress they made was less than expected. Both attainment and progress improved significantly in 2008 and this strong upward trend continued in 2009, with results exceeding targets in many areas. Currently, students are making good progress and reaching standards that are broadly average.

Students like school. They feel it has improved a lot over the last 18 months and are pleased with the changes that have taken place. They feel safe in school, although there are concerns over the behaviour of some students. The school is aware that further work is needed in this area. Attendance is satisfactory and improving. Students are well prepared for the next stage in their career when they leave school, whether it be to further education or to a job.

Teaching and learning are satisfactory and improving, with some areas good and better. School leaders have an accurate view of teaching and are working on sharing good practice more effectively and embedding assessment strategies to make sure data is used better to plan lessons. The curriculum is developed very well and is a key factor in the improving progress students are making. Different programmes and pathways have been introduced to make sure all students are on a course that is interesting and meets their needs. Students are well looked after in the school. They appreciate the care they receive and the guidance and support to help them onto the next stage of their career.

The new headteacher and leadership team have worked together very well to deal successfully with a range of complex issues and they have demonstrated that the school has a good capacity to improve further. They have a very clear idea of the school, its strengths and areas for development. There are robust quality assurance and self-evaluation processes. All staff share a vision for the future which puts the student at its heart and work together effectively to put strategies in place which are having a positive impact. There is a strong improving trend with a range of developments, such as the Year 7 base, the reorganisation of the school day and the restructuring of the pastoral system. Partnership working is good overall and the school is developing its engagement with parents and carers as one of its priorities. The specialism has been used to very good effect in helping to drive forward initiatives and develop links with the community.

What does the school need to do to improve further?

- Improve the behaviour of students by:

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- monitoring and supervising students more closely in public areas of the school
- applying the existing behaviour management procedures in classrooms consistently.
- Using current best practice within the school, increase the use of data to plan lessons so they more closely match students' different abilities
- Develop further the school's engagement with parents and carers.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Overall, students make good progress. There has been a significant increase in how well students do since 2007, both in the standards they reach and the progress they make. In lessons, students are interested, enthusiastic and keen to do well. There are no groups of students who make inadequate progress and some make very good progress. Students with special educational needs and/or disabilities make the same good progress as their peers. The school has developed an effective intervention system. This has different levels of support which depend on the individual needs, so all get the help they need. The success of this, and other strategies can be seen in the 2008 and 2009 results and in current school data. All indicators have improved, for example, the percentage of students achieving 5 GCSE grades A* to C has increased from 48% in 2007 to 69% in 2009.

All aspects of students' personal development are satisfactory and improving or good. Students feel safe in school and know who to turn to if they have a problem. The Year 7 base supports students when they enter the school and the BIOpod is a 'safe haven' for those who feel vulnerable. There are some concerns from students, parents and staff about behaviour. Most students feel that behaviour has improved and the number of exclusions has reduced greatly. Behaviour is generally good in lessons, but there are examples of unruly behaviour in the playground and corridors. A new behaviour management policy has been introduced and the school is working to ensure its consistent application.

There have been a number of new initiatives to help students make a greater contribution to the life of the school, for example, the senior students and learning mentors. However, it is too early to see the full impact of these initiatives. Students enjoy raising money for charity and the specialist status has resulted in many opportunities for students to contribute to the school, primary schools and the local community through sport and drama. Students are well equipped with good basic and personal skills to support their future economic well-being. Financial skills are thoroughly covered, provision for careers guidance and work experience is good and independent learning skills are being developed well to support a smooth transition from school onto the next step in their lives. The success of the school's work in this area is reflected in the reduction in leavers not in education employment or training (NEET) by 50% in one

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year.

These are the grades for pupils' outcomes

| | |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 3 |
| The extent to which pupils adopt healthy lifestyles | 3 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

Teaching is satisfactory overall; however, there are areas where it is good and outstanding. Teachers have a secure knowledge of their subjects, use a range of activities in their sessions and make good use of resources. Support from teaching assistants is satisfactory but variable. In most sessions, students are effectively engaged. The use of assessment to inform planning is inconsistent and in some cases there is not enough focus on meeting the differing needs of students within groups. There are examples of very good practice in teachers' marking such as in mathematics, English and physical education, but this is not consistent across all areas. The school is working hard to make sure that students know their targets, which most now do, but not all students are clear on what they need to do to improve. Senior leaders have a very accurate picture of teaching and learning in the school and are working to develop practice in this area. They had identified all issues highlighted by the inspectors and are working on addressing them. Teaching is improving, but it is too early for some

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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strategies to have had full impact.

The curriculum is a strength of the school. It is constantly developing and becoming increasingly personalised. Overall, it is good and it has some outstanding features. It has been a key factor in improving students' achievement as it is adjusted to meet the needs of individuals. Partnerships with other providers have helped to expand the range of options available and the strong careers and citizenship provision is helping students move through the different stages of their education successfully. The specialism has had a very beneficial impact on the curriculum.

The care, guidance and support for students are good. There are effective safeguarding procedures which meet requirements and students feel safe in school. There are good transition arrangements into the school and the recent introduction of the Year 7 base has proved popular with students. Individual students receive good care and support which has a positive impact on their self-esteem and learning. The BIOpod has helped in the support of vulnerable students and in them making good progress. The school works well with other agencies. There is effective careers advice which ensures students make confident choices about their future when they leave.

These are the grades for the quality of provision

| | |
|----------------------------------------------------------------------------------------------------------------|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Leadership and management have gone through a period of significant change. A range of issues were highlighted by the local authority review which needed to be addressed. Since arriving at the school, the new headteacher has brought about an effective and comprehensive restructure to support the school in moving forward. This has had a positive impact on all staff and all areas of the school, with a senior leadership team restructure in autumn 2008 and a middle leadership team restructure in spring 2009. Lines of accountability are now much clearer and staff are working well together.

In autumn 2008, it became clear that the school was in financial difficulties and this would worsen in the future if the current complement of staff remained; consequently a significant number of teaching staff and some support staff left the school in the summer of 2009. Some financial issues remain, but these are being managed effectively. During this time of change, staff have remained focused on the needs of the students and a great deal of progress has been made. The attainment and progress of students have improved significantly, teaching and learning are improving, the good curriculum has developed further and care, guidance and support have remained very

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strong. There is a significant and sustained upward trend. Governors work well with the school and the new chair of governors has comprehensive plans to develop their role, to ensure high levels of support and challenge.

There are robust quality assurance procedures that are having a positive impact. Even those initiatives that are in their early stages of development are showing positive signs. There is a clear vision throughout the school for the future and there are high expectations for students. Safeguarding procedures have a high priority throughout the school and students feel safe and well cared for. Partnership working is very strong with a range of organisations which leads to clear benefits for students in terms of their well-being and their learning. The school has a very good understanding of its own community, its place within it and its students' needs. It is working on developing the wider aspects of community cohesion. There is active promotion of equality of opportunity and actions to tackle discrimination. There is a strong, rising trend in students' achievement, but there are gaps between the achievement of different groups. The school has detailed plans in place to address these and to further develop other aspects of equality and diversity. One of the school's priorities is engagement with users and it is working on developing its engagement with parents and carers.

These are the grades for leadership and management

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Views of parents and carers

Over 70 parental questionnaires were received, which is a relatively low response. The very large majority were positive and supportive of the school. The area where there was most concern was behaviour, but these were only found in a very small minority of

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responses. Inspectors found that behaviour is satisfactory and improving and the school is working hard to continue the improving trend.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Knottingley High School and Sports College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 72 completed questionnaires by the end of the on-site inspection. In total, there are 718 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 21 | 29 | 46 | 64 | 4 | 6 | 1 | 1 |
| The school keeps my child safe | 19 | 26 | 48 | 67 | 1 | 1 | 1 | 1 |
| The school informs me about my child's progress | 17 | 24 | 48 | 67 | 7 | 10 | 0 | 0 |
| My child is making enough progress at this school | 18 | 25 | 47 | 65 | 3 | 4 | 4 | 6 |
| The teaching is good at this school | 15 | 21 | 53 | 74 | 3 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 11 | 15 | 55 | 76 | 3 | 4 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 14 | 19 | 50 | 69 | 7 | 10 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 11 | 15 | 52 | 72 | 3 | 4 | 2 | 3 |
| The school meets my child's particular needs | 12 | 17 | 56 | 78 | 3 | 4 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 12 | 17 | 51 | 71 | 5 | 7 | 2 | 3 |
| The school takes account of my suggestions and concerns | 7 | 10 | 58 | 81 | 1 | 1 | 1 | 1 |
| The school is led and managed effectively | 14 | 19 | 52 | 72 | 4 | 6 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 21 | 29 | 45 | 63 | 4 | 6 | 1 | 1 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 November 2009

Dear Students

Inspection of Knottingley High School and Sports College, Middle Lane, Knottingley, WF11 0BZ

Thank you for all for the help you gave to the inspectors when we were at your school. We enjoyed talking with you and seeing the work you were doing. As well as looking at your work we read the questionnaires completed by your parents; they were most helpful.

We think Knottingley is a satisfactory school with some good aspects, which is improving rapidly. You are learning well and making good progress. Your examination and test results, which were low in the past, are getting much better and the results achieved by those who left Year 11 in summer 2009 were the best ever. Teaching is satisfactory overall and there are some subjects where it is excellent. The choice of courses that the school has been developing appeal to different interests and are helping you to do well. The care, guidance and support that the school gives you are good and help some of you overcome major difficulties. You know there is someone who can help you if you have concerns. The leaders and managers of the school have a very clear idea of how well the school is doing and what needs to be done to improve further. They have made a great many changes over the past 18 months that you feel have made school better, and we agree with you. The main areas for the school to focus on now are:

- improving behaviour by increasing supervision in the public areas of the school and applying the behaviour management system in classrooms consistently
- using data more effectively to make sure all lessons are planned to meet your different needs
- further developing the school's engagement with your parents and carers.

You have a key role to play by making sure you behave well and work hard at all times. Your school has improved in many ways since the last inspection and it is well placed to improve further.

Yours sincerely

Heather Barnett HMI

(on behalf of the inspection team)

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