

George Pindar Community Sports College

Inspection report

Unique Reference Number	121674
Local Authority	North Yorkshire
Inspection number	339996
Inspection dates	16–17 June 2010
Reporting inspector	John Young HMI

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	852
Appropriate authority	The governing body
Chair	Mrs Lisa Remmer
Headteacher	Mr Hugh Bellamy
Date of previous school inspection	7 December 2006
School address	Moor Lane Eastfield Scarborough YO11 3LW
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors, one of whom was only present for the first day. The inspectors observed 33 lessons involving 32 different teachers and covering more than 14 subjects. These included a number of joint observations with the headteacher and other senior staff. They held discussions with the school's staff, a local authority representative, the National Challenge adviser, governors and groups of students. They observed the school's work and looked at a range of other evidence including development plans, case studies, self-evaluation and procedures for safeguarding students. Inspectors also analysed the 119 questionnaire responses from parents and carers, 75 from staff and 121 from students.

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

- the current achievement and attainment of different groups of students throughout the school
- the effectiveness of curriculum provision for the full range of students at the school
- the impact of strategies to improve attendance, reduce persistent absence and minimise exclusions and unacceptable behaviour
- the effectiveness of the specialist subject in improving whole-school outcomes and the quality of provision in the school.

Information about the school

At this smaller than average-sized school most students are White British and live locally. The remaining tiny minority of students originate from a range of minority ethnic heritages. The largest of these minority groups is Polish. The proportion of students known to be eligible for free school meals is higher than average. The number of students with special educational needs and/or disabilities is higher than the national average. These needs range from moderate behavioural or learning difficulties to more profound needs. Very few students speak English as an additional language.

The school holds a number of national awards including Healthy Schools, Artsmark Gold, Activemark Gold and International Schools awards. The school provides a range of extended services, such as adult learning courses, community access and study support for students. It was designated a sports college in 2005. The headteacher is leaving the school at the end of the summer term. His current deputy is the headteacher designate. The school has Trust status and is part of the National Challenge.

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?

2

The school's capacity for sustained improvement

2

Main findings

The educational experience students receive at the school is good. Some aspects of it are outstanding. This is testament to the vision and perseverance of the headteacher and his hard-working and talented staff. Their shared commitment to the belief that a high-quality education can transform the lives and prospects of students, in an area with well above average levels of unemployment, has been vital. This view has raised expectations, challenged negative stereotypes and improved the learning atmosphere and ethos in the school. The school has taken some bold and innovative decisions which have radically altered the way the curriculum and learning is organised and delivered. The result has been an impressive rise in students' achievement, attainment and personal development. The inclusive nature of the school is characterised by a letter from a parent who wrote, 'Thank you for allowing my daughter into your school when no one else would give her a chance.'

George Pindar is the epitome of a community school and its sphere of influence extends far beyond the school gates by providing a wealth of additional services to its students, parents and carers, and local residents. This is epitomised by the school's hair and beauty salon, its takeover of the leisure centre and the staging of numerous community events. Skilled and creative teaching, a highly imaginative and flexible curriculum, insightful strategic leadership, a common sense of purpose among staff and a number of outstanding partnerships underpin students' good outcomes and the school's effective provision. The focus is clearly on developing every facet of students so that they can flourish socially and emotionally as well as academically.

Students say they love coming to school and this shows in their good achievement and the good behaviour of most students. Their contribution to the school and wider community is exceptional. Students feel and are kept very safe. Their awareness and take-up of healthy lifestyles is outstanding and strongly influenced by the work of the sports college, which has a major impact across the whole school. Students develop a good range of workplace and basic skills that will assist them in the future. Attendance is broadly average but too many students are persistently absent. Their spiritual, moral, social and cultural development is also good.

Largely accurate self-evaluation, a strong team ethos, rising standards throughout the school together with the success of intervention strategies to address identified issues strongly suggest that the school has a good capacity to continue to improve despite the imminent departure of the headteacher. Governance is good and keeps the school on its toes. Most parents and carers are happy with the work of school. Of the small minority that were not, inspectors found little evidence to support their views but did acknowledge that there are a minority of students who repeatedly behave poorly.

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What does the school need to do to improve further?

- Work with the local authority to further improve attendance and reduce persistent absence rates.
- Increase the effectiveness of behaviour-management strategies and provision for the most challenging students so that the number of exclusions of students for unacceptable behaviour reduces.

Outcomes for individuals and groups of pupils

2

Most students clearly enjoy the education the school provides. They demonstrate this through their good academic achievement, very good personal development, good behaviour and excellent attitudes to learning. The school's 'opening minds' style of learning is premised upon engaging students in a series of linked themes which consolidate their knowledge and understanding across a range of subjects. The onus is on learning through experiences and letting students lead their own learning. This is working and has resulted in fascinating lessons in which students are becoming adept at evaluative thinking, working in teams, problem solving and reflection.

Students' attainment has risen rapidly over the past three years and is now in line with national averages for the proportion of students gaining five A* to C grades at GCSE including English and mathematics. This represents good achievement given that most students start at the school with attainment that is below and sometimes well below average. Performance in the specialist subject of physical education is strong with almost every student gaining two physical education GCSEs at grades A* to C. The school met or exceeded its challenging targets in 2009 and inspection evidence and the school's own reliable tracking data indicates that students, including those with special educational needs and/or disabilities, are currently making good progress.

Students feel very safe because they know how to keep themselves and others free from harm and if any concerns do arise they are confident they will be dealt with effectively. Students take advantage of the many excellent sporting opportunities available and large numbers make healthy eating choices at breaks and lunchtimes. Very effective counselling and guidance make students well aware of the pitfalls that can affect their mental health and physical well-being. Students throw themselves in to the life of the school and local community. They are enthusiastic fundraisers and proud performers and helpers at a host of events related to the community and the school's specialist status. They enjoy their leadership work in school and partner primary schools, and fearlessly give their views on the quality of their lessons or the school's effectiveness. Students develop a good range of key and core skills which will help them in the future, such as sound social, work-related learning, literacy and numeracy skills. Most students' behaviour is good in and out of lessons, but there is a hard core minority whose conduct is unacceptable. Students' attendance is broadly average but persistent absence rates are too high. Students show each other respect and can make reasoned judgements on moral dilemmas. They are curious about the world and thrive on new

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cultural, spiritual and social experiences which broaden their understanding of the world beyond the Eastfield estate.

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2

How effective is the provision?

The impact of teaching on students' learning and enjoyment has grown enormously and is now good, and sometimes outstanding. Staff are knowledgeable, committed and creative. They go to great lengths to offer students an array of challenging and stimulating activities which capture their imagination. This student-centred approach to learning is building students' resilience and self-esteem and raising their aspirations, with staff now guiding rather than dominating the learning taking place. Opportunities to work independently and in groups; the routine use of a blend of visual, acoustic and practical stimuli; and precise planning are helping to ensure that lessons are appropriately tailored to the individual needs of the range of students in the school. Discussions, reconstructions, tests of hypotheses and probing questions are now commonplace. The school has established and reliable methods for assessing, monitoring and evaluating students' progress which staff use effectively to inform their

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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intervention strategies. Marking is thorough, with specific targets for improvement the norm. Self-assessment and peer assessment are also well embedded.

The range and content of curriculum opportunities students receive is exceptional. Provision has been fundamentally changed to ensure that it closely meets the varied needs and interests of all students. At Key Stage 3 students are taught by a few core staff with the emphasis upon deepening their knowledge and understanding across a range of subjects and enhancing their basic key skills. This approach provides the foundation from which students launch successfully into a range of academic and more vocational courses earlier than usual at Year 9. Inspectors marvelled at the way students became absorbed in the medieval day which culminated in a jousting tournament. Students confidently demonstrated their fine English, design technology, drama and geography skills through the artwork, poems and costumes they made. Egyptian and Brazilian days have also been held. Strong partnerships see students working in a local hair and beauty salon, a café and studying at college to gain a range of qualifications. A range of additional activities, many of which are inspired by the school's specialist status but also music, drama and art, enrich provision further.

The school's care, guidance and support of all students is good and this is a crucial aspect in their impressive personal development and well-being. Effective targeted support for groups of students whose circumstances make them vulnerable has resulted in significant improvements in their attitudes, behaviour, confidence and achievement. Good-quality advice and guidance is provided which enables students to make confident and well-informed choices about their future as they move through and leave the school. Scrutiny of a number of case studies demonstrates that the school often goes beyond the call of duty in ensuring that students' needs are met. This has involved working with parents and carers as well as agencies such as local police, youth and social services. Teaching assistants make an effective contribution to the learning of groups and individual students. The school has been successful in reducing the number of students who are not in education, employment or training after they leave school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The inventive and astute headteacher has been whole-hearted in his commitment to the school. He is well supported by a capable senior team. Together, they have used a strategic approach to identifying, sharing and embedding the vision for the school's

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future. By consulting more widely and spreading responsibility across the school they are building extra leadership capacity and ensuring that staff and students feel a part of the innovative changes taking place. This has generated a strong common purpose among hard-working and dedicated staff, and increasingly aspirant students.

Staff are rigorously held to account by regular and robust monitoring and evaluation of their work and students' performance. This systematic approach extends to all aspects of the school's work and underpins improvements secured in the curriculum and students' learning and progress since the last inspection. In particular, the school's management, training and mentoring of staff has made them more effective at meeting the varied and sometimes complex learning needs of students.

The school involves parents and carers in school life and their children's education well. This is helped by an active parent and teachers association, regular events and contact, and support services such as the drop-in surgery at the café on the estate and the student support projects and adult learning available. Some outstanding partnerships enrich students' learning and well-being. These include vocational and enterprise links with the school's Trust partners, sports development links with the specialism and work-based learning and leadership links with the local college, partner schools and businesses. There are also strong partnerships with the local voluntary and leisure services to promote a range of alternative and extended services. The school keeps a close eye on all groups of students to ensure that they all have the opportunity to prosper. It has narrowed the gap in boys' and girls' achievement and is removing barriers to learning with literacy and numeracy development schemes. The school has a very inclusive and supportive ethos and reinforces these messages of harmony and cohesion in the community. Students know they are part of a more diverse society beyond the Eastfield estate. There are links with schools in Tanzania, South America and Germany and with the local Roma community.

Safeguarding arrangements are good. Policies and practice in relation to the safer recruitment of staff, health and safety, site security and risk assessment are sound and carefully monitored and reviewed. Staff's guidance and training is up to date and scrutiny of specific case studies reveals some exemplary practice. Governors take their roles seriously and discharge their duties effectively. They use their various skills and experience well to challenge as well as support the school. They gain a good grasp of the school's work through their links to departments and regular feedback. Value for money is good because resources are deployed effectively to secure good outcomes for individuals and groups of students and provide high-quality provision. Financial management is also sound.

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	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Most parents and carers who gave their views were very positive about the school. They believe that the school keeps their children safe, their children make enough progress and that parents and carers are kept well informed. A small minority voiced concerns about the extent to which the school deals effectively with unacceptable behaviour, how much the school helps them to support their children's learning and whether the school helps their children to lead a healthy lifestyle. Inspectors found little or no evidence to support most of these concerns. However, they did find that there are a small number of students who repeatedly present challenging behaviour which results in their temporary exclusion.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at George Pindar Community 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 119 completed questionnaires by the end of the on-site inspection. In total, there are 852 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	38	58	49	12	10	2	2
The school keeps my child safe	51	43	60	50	7	6	1	1
The school informs me about my child's progress	53	45	52	44	12	10	1	1
My child is making enough progress at this school	58	49	47	39	9	8	5	4
The teaching is good at this school	48	40	57	48	10	8	2	2
The school helps me to support my child's learning	40	34	63	53	12	10	2	2
The school helps my child to have a healthy lifestyle	35	29	66	55	14	12	2	2
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)	41	34	60	50	11	9	2	2
The school meets my child's particular needs	39	33	60	50	14	12	1	1
The school deals effectively with unacceptable behaviour	42	35	56	47	15	13	3	3
The school takes account of my suggestions and concerns	27	23	73	61	8	7	6	5
The school is led and managed effectively	53	45	51	43	11	9	1	1
Overall, I am happy with my child's experience at this school	59	50	43	36	11	9	2	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



18 June 2010

Dear Students

Inspection of George Pindar Community Sports College YO11 3LW

Thank you for being courteous to the inspectors when we visited recently. We learned a lot from observing your lessons and talking with some of you. We also read with interest the views you and your parents and carers expressed in the questionnaires.

Congratulations! After studying all the evidence, we judged that the school gives you a good education, with some aspects that are outstanding. We know that you will be delighted with this news because you told us how much you enjoy coming to school.

We found that staff work very hard and that their good teaching helps you to make good progress and reach standards that are at least in line with national averages. You make an outstanding contribution to school and local community life and take seriously the many responsibilities you are given. The sports college is high profile and influential and helps you to lead very healthy lifestyles. You showed us that, mostly, you are confident, articulate and mature young people who get along well with each other and staff. However, a few of you let yourselves down by repeatedly getting excluded. Your attendance is satisfactory overall but some of you are absent far too often. The exciting curriculum gives you opportunities to immerse yourself in different themes and we were impressed with your jousting, artwork, poems and costumes during the medieval day. Staff take good care of you and you receive the help and advice you need to do well. Leadership and management of the school are good and have been very important in securing the improvements in the school.

In order for the school to improve further we have asked staff to:

- increase attendance, particularly for those of you who are persistently absent
- improve the behaviour of those of you whose conduct is unacceptable.

You can all play your part by continuing to work hard and attending school regularly.

Yours sincerely

John Young

Her Majesty's Inspector

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