

# Settle College

## Inspection report

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<b>Unique Reference Number</b>	121689
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	340001
<b>Inspection dates</b>	26–27 April 2010
<b>Reporting inspector</b>	Moira Fitzpatrick

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	13–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	483
Of which, number on roll in the sixth form	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rosemary Rees
<b>Headteacher</b>	Mr W Bancroft
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	Giggleswick Settle North Yorkshire BD24 0AU
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## Introduction

This inspection was carried out by four additional inspectors. They observed 27 lessons or parts of lessons, involving 24 teachers. Meetings were held with groups of students, senior and middle leaders and governors. They observed the work of the college, and looked at teachers' planning and the college's latest assessment and tracking data. Inspectors examined students' work and samples of feedback given to students to help them improve. They looked at records and systems designed to keep students safe. Questionnaires returned by staff and students as well as the views of parents and carers as expressed in 124 questionnaires were analysed.

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

- how well students make progress, especially in mathematics where there was a dip in performance in 2009
- how well assessment is embedding in all departments and how it contributes to accelerating students' learning
- how well leaders and managers have focused on the most important priorities for improvement and managed improvement since the previous inspection.

## Information about the school

The college is smaller than average. The proportion of students known to be eligible for free school meals is below the national average. The proportion of students identified with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. Almost all students are of White British heritage and very few speak English as an additional language. Students join the college in Year 9 from local middle schools. The college holds a number of awards, including the Inclusion award and Healthy School status. It is a designated Teacher Learning Academy. The college has held specialist status for technology since 2004.

The college has faced considerable challenges since the previous inspection owing to a high level of staffing turbulence. Most staff including almost all senior leaders have been appointed since then.

**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

This is a good college. Excellent leadership at all levels has enabled the college to move forward and improve rapidly and cross a grade boundary since the last inspection. The Principal has inspired staff, students and governors with his clear vision, underpinned by accurate self-evaluation, for a vibrant, inclusive and successful college. They in turn have worked with great enthusiasm and commitment to realise this vision. Students have played an excellent part in improvement through the School Voice Forum that ensures that leaders take good account of their views and ideas. Many successes arise from the college's specialist subjects which make a significant contribution to students' overall attainment and the development of the curriculum, as well as to the wider community through teaching projects in local schools. Parents and carers are delighted with the improvements and hold very positive views about the college. The college has demonstrated its good capacity for further improvement.

Attainment is rising and students make good progress from their different starting points. Their achievement is good. Inspection evidence demonstrates that GCSE results are set to rise again this year after a slight dip last year. College data and inspection evidence also show that underperforming subjects have taken effective remedial action since then and are on track to meet, and in some subjects exceed, their challenging targets. Sixth form results are set to improve with predicted results at A-level indicating very good progress in some subjects.

Good teaching, based on high expectations, good relationships and secure knowledge of what students need to learn next underpins good progress. Good assessment practice is developing, though this is not yet of consistent quality across the college, so that sometimes students' learning is satisfactory rather than good. Students appreciate the variety of courses in the good curriculum which is enhanced through excellent partnerships with other schools and colleges. They feel safe in college; know how to stay healthy and how to assess risks to their safety and well-being. Students are well cared for and guided by staff who know them well and are alert to any changes. Vulnerable students are supported well by a range of carefully considered provision, which helps them work alongside their peers. However, when students start the college in Year 9 not all who have special educational needs and/or disabilities are identified rapidly enough, so a few students miss out on this good provision.

## What does the school need to do to improve further?

- Identify more accurately those students who have special educational needs and/or disabilities and provide the relevant support, so that all groups of students make

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the same good progress.

- Consolidate the effectiveness of assessment and improve consistency of practice.

## Outcomes for individuals and groups of pupils

**2**

Students' learning is good and they make good progress from their various starting points when they join the college. They enjoy lessons because teachers prepare work that is both challenging and interesting. Students say they are well supported to succeed and this too adds to their enjoyment of learning.

Since the previous inspection there has been a rising trend of improved performance in GCSE examinations. Results in 2009 were broadly average for students achieving 5 A\*-C grades, including English and mathematics. The college's challenging targets were met or exceeded in English and science, but not so in mathematics. Prompt action by the college has led to a good improvement in the progress made by current Year 11 students, who are now on course to reach their challenging targets in the subject. Some subjects consistently exceed the national average. These include the college's specialist subjects - graphic products, catering and textiles, as well as science.

Students enjoy college, as their good attendance testifies, because they feel safe and valued. They make an excellent contribution to college improvement, for example, through the Student Voice forum and say that this has helped to improve their learning. This is helping them engage well in lessons and enjoy their learning because lessons are increasingly tailored to meet their needs. Students also play a significant role in supporting other schools both locally and further afield through sport, dance and technology projects. Behaviour in and out of class is good. Students know the importance of healthy lifestyles and take part in plenty of vigorous exercise through the many opportunities provided for them. By the end of Year 11, students have developed a good range of skills and are well prepared for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> 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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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers have high aspirations for students and this is reflected in the good level of challenge seen in most lessons. They expect students to work hard and they do. Nearly all teaching is good, with some that is outstanding. Excellent relationships and high levels of mutual respect are evident in lessons; these create a calm, purposeful atmosphere for learning and ensure that time is well used. Students are encouraged to help and to learn from each other to accelerate their progress. For example, in nearly all lessons, students are expected to evaluate their own and others' learning. Teachers have taught them how to do this effectively, so they can judge against specific criteria and offer advice on how to improve further. Where learning is best, this occurs at several points in a lesson, so that teachers can monitor how well students are learning, spot any errors or misconceptions and recap where necessary. The good and excellent practice that is developing in the use of assessment is not yet used consistently in all subjects.

The curriculum is relevant, well organised and adapted to meet the needs of students. Senior leaders are continually looking for new ways to ensure that students achieve their best and discover alternative courses and assessment methods so that every student's achievement is recognised. Excellent links with neighbouring schools and colleges add to the college's pool of expertise and further extend provision for students into areas such as land based studies and construction. These partnerships work both ways, with the college supplying subject expertise to supplement that of its feeder middle and primary schools. The college's specialist subjects make an excellent contribution to raising standards both within the college and in neighbouring schools. Vulnerable students are well served by courses designed to meet their specific needs. This year projects such as 'Action for Boys' and Talkabout have had a good impact on students' learning and their engagement with college. Learning beyond the classroom has developed well and provides a massive range of opportunities to extend and enrich learning. Extra-curricular clubs are numerous, varied and are very popular with students.

Students say that they are well cared for and safe in college and their parents and carers strongly agree. The college's arrangements for transition at the start of Year 9 and the end of Year 11 are good. In 2009, every student was placed either in employment or in further education. Support for vulnerable students is good. They have

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their needs assessed well and the college goes to considerable lengths to provide personalised and effective support to ensure that they succeed. The college has recognised that in the past it has not identified all students with special educational needs and /or disabilities when they enter in Year 9. New assessment systems are being devised to deal with this from the start of the new college year. Procedures for improving attendance are very good and have significantly reduced persistent absence since the previous inspection.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

There have been significant improvements in all aspects of the college's work since the previous inspection because the Principal has gained the commitment of all staff to his ambitious vision for improvement. This rapid improvement is attributable to the transformation in leadership and management roles at all levels. Leaders and managers know they are responsible for leading improvement in areas of weakness and have seized opportunities to monitor and evaluate the work of the college and play a part in its improvement. Regular, accurate monitoring of the college's work allows senior leaders to pinpoint accurately what are the most significant priorities. A comprehensive tracking system has been established which is informing senior leaders of variations in progress and has identified the need for a programme of assessment on entry to the college. Morale is very high, as the vibrant atmosphere around the college confirms. Standards are rising and students are making better progress than formerly, as a result of the college's sustained drive to improve teaching.

Governors have an excellent knowledge of the college's strengths, weaknesses and its priorities for improvement. They have been especially active in promoting its future success and are fully involved in strategic developments. The governing body ensures that the college meets all requirements for safeguarding students and that this aspect of its work is good. The college's promotion of equal opportunities for different groups of students is satisfactory rather than good because it has not had systems in place to ensure that all students with special educational needs and/or disabilities are identified when they join the college.

The college's evaluation of its community is comprehensive and accurate. It acknowledges its role as the hub of much local activity and in developing links with other schools and community groups. Its contribution to the local community and to

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schools further afield is significant and makes a good contribution to students' personal development. The college recognises the need to develop more national links to give students a better understanding of the diversity of society.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Sixth form**

Provision in the sixth form has seen rapid and significant improvement since the previous inspection. The new head of sixth form has focused on developing the curriculum to provide more appropriate courses to meet the needs of all students and to improve the quality of teaching through more regular and rigorous monitoring activities. Standards in A level, GCE and other qualifications have improved significantly as a result and the trend is set to continue this year, with more students succeeding through vocational and applied subjects than previously. Students' achievement is good overall, though in some subjects it remains satisfactory. Leadership continues to focus on those areas of lower performance to ensure that all students achieve their best.

Students enjoy being part of this inclusive sixth form. They have an exceptional range of opportunities to contribute to the college and wider community and relish visits to local feeder schools to support technology projects, or to help at mathematics workshops. These, and their pastoral responsibilities for younger students in the college, develop very good personal qualities, such as caring for others, shouldering responsibility and taking the initiative. Their enjoyment of college is reflected in their good attendance, which has improved significantly since the last inspection. Students have high aspirations, because they have been convinced that they can succeed and reach their personal goals. They feel safe and valued and well prepared for the future.



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As a result of a sustained drive for improvement, all aspects of provision are now good. Teaching is good because it is based on accurate assessment of students' learning and provides challenging and interesting activities. The rapid improvements to teaching and to the curriculum have made a strong impact on the standards students reach and have made the college the first choice for further education for an increasing number of Year 11 students. Leadership is ambitious, determined and highly successful at leading improvement.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	1

**Views of parents and carers**

The vast majority of parents and carers have positive views of the college. Parents and carers say that they are well informed about progress in subjects. They feel that their children are safe, well cared for and supported and that staff expectations are high. Many commented on how well their children had settled into the college and had flourished in their time there. Inspectors agree with these positive views. A number of parents and carers did not agree that the college helps students adopt a healthy lifestyle. Inspectors found that the college provides a much wider range of activities for sport and exercise than is found in most schools and students' uptake of these is good. Examination of the college lunch menus showed a good choice of healthy foods available from which students can select a balanced healthy meal.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Settle 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 124 completed questionnaires by the end of the on-site inspection. In total, there are 483 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	28	77	62	8	6	2	2
The school keeps my child safe	51	41	68	55	4	3	0	0
The school informs me about my child's progress	61	49	57	46	4	3	1	1
My child is making enough progress at this school	45	36	68	55	8	6	1	1
The teaching is good at this school	41	33	74	60	4	3	1	1
The school helps me to support my child's learning	34	27	76	61	14	11	0	0
The school helps my child to have a healthy lifestyle	23	19	76	61	22	18	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)	37	30	74	60	6	5	2	2
The school meets my child's particular needs	31	25	81	65	8	6	1	1
The school deals effectively with unacceptable behaviour	32	26	70	56	13	10	5	4
The school takes account of my suggestions and concerns	26	21	72	58	13	10	3	2
The school is led and managed effectively	46	37	65	52	7	6	3	2
Overall, I am happy with my child's experience at this school	51	41	62	50	8	6	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



28 April 2010

Dear Students

Inspection of Settle College, Settle BD24 0AU

Thank you all very much for the warm welcome and generous help you gave to the inspection team when we visited your college recently. We are pleased to report your college is judged to be good. It is developing many strengths, including excellent links with other schools and colleges to increase opportunities to extend your learning and develop a wider sense of community. You are making a good contribution to its improvement through your mature attitudes, good behaviour and relationships, and your willingness to work hard to succeed. These are the other strengths we think are making a difference in your college.

- Teaching is good and the curriculum is constantly developing to offer you more routes to success. Because of this you are making good progress and achieving well.
- You are taught to evaluate your own and others' work, so you are becoming expert at spotting where you need to improve, which is accelerating your learning.
- Staff know you well; they form good relationships with you, support you and give you good guidance. They respond quickly if they see that you need help with academic work or with personal issues.
- The college has made great strides in getting to know your views and those of your parents and carers and incorporating these in its plans for improvement. This has made your parents and carers feel more involved in your education.
- The college is exceptionally well led and managed by staff and governors which is why it has improved so quickly since the last inspection and is well placed to continue to improve.

Two things that inspectors thought the college could work on for further improvement are: to ensure that good assessment practices help you make good progress in every subject; and to quickly identify and offer support to those of you who may have difficulties with some aspects of your learning. You can help by working as hard as you do now and impressing your parents and carers and staff with your success. The inspection team wishes you all well for the future.

Yours sincerely,

Moira Fitzpatrick

Lead inspector

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