

Bridlington School Sports College

Inspection report

Unique Reference Number	118111
Local Authority	East Riding of Yorkshire
Inspection number	358264
Inspection dates	22–23 June 2011
Reporting inspector	John Barnes HMI

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

Type of school	Secondary
School category	Voluntary controlled
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	902
Of which, number on roll in the sixth form	90
Appropriate authority	The governing body
Chair	Mr David Baldock
Headteacher	Ms Sarah Pashley
Date of previous school inspection	25 June 2008
School address	Bessingby Road Bridlington YO16 4QU
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Introduction

This inspection was carried out by an additional inspector seconded to Ofsted and four other additional inspectors. Inspectors spent the majority of their time observing teaching and learning in 37 lessons, observing the same number of teachers. They held meetings with groups of students, governors and staff. Inspectors observed the school's work and scrutinised documents, including the school's self-evaluation, assessment and safeguarding information, and improvement planning. In addition, 303 questionnaires from parents and carers and those returned by staff and students were analysed.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- How well students' levels of attainment are improving in English and science.
- How far the school has improved achievement across subjects and for different groups of students.
- The effectiveness of systems to guide and support students in relation to their attendance.
- Whether teaching and learning are sufficiently challenging to enable good outcomes for students.
- How well leadership and management at all levels impact on achievement, teaching and learning.

Information about the school

Bridlington Sports College is an average-sized secondary school with provision for post-16 students in the sixth form. The school has specialist status in sport and holds a number of awards including the Sports Partnership Mark, Arts Mark, Healthy Schools and International School Award. The proportion of students from minority ethnic groups and the proportion who speak English as an additional language are both well below the national average. The percentage of students with special educational needs and/or disabilities including those with a statement of special educational needs is above average. The proportion of students who enter and leave the school other than at the usual times is well above average, as is the proportion known to be eligible for free school meals.

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

The quality of education at Bridlington School is satisfactory. There are clear indications that it is improving and can continue to improve. It has many good features and the way that it provides students with a safe and caring environment that promotes their personal development well is outstanding. Comments from parents and carers reflect the ethos seen by inspectors and were aptly summarised by one parent who wrote, 'I do feel that the school does everything in its power to make the students feel comfortable and safe in their learning environment – nothing has been too much trouble for them.'

The school's monitoring indicates that the school is on course to reach, in the next few years, the national average for the proportion of students gaining five A* to C grades at GCSE, including English and mathematics. When the last three years are considered, attainment is low but it is improving rapidly; learning and progress are now good and therefore achievement is satisfactory. The school monitors the progress students are making very carefully and directs support very precisely to ensure that learners remain on track to achieve their challenging targets. This data indicate that the progress students make in English and science has improved significantly. Outstanding care, support and guidance have ensured that students with special needs and/or learning difficulties make rapid rates of progress.

Students feel safe in school and develop good personal qualities to equip them for their future lives. Information and individual guidance provided to help students make the best choices for future courses and their personal health and safety are good. There are now very good measures in place to encourage students with poor records of attendance to attend more frequently, including very good liaison between parents and carers and the school's education welfare officer. However, although attendance has increased sharply, it remains below average.

The quality of teaching is good and has improved as a result of increased monitoring and a greater focus on using assessment to support learning. In the best lessons the quality of learning is also good because teachers plan activities well to match students' prior understanding. However, this is not yet embedded in all lessons.

The school's curriculum has been successfully adapted and has evolved to better fit students' interests and needs. Those students entering the school with low levels of literacy receive additional support and intervention to make the curriculum more accessible and to improve attainment in English and mathematics. The specialist status in sport is a distinctive feature of the school. It is a centre of sporting excellence and students achieve well in the specialism. The specialist status makes an outstanding contribution to enhancing the curriculum and extends to working effectively with many local schools.

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The headteacher leads the school with conviction and determination. Supported by a committed governing body, she has created a strong team of senior and middle leaders who are effectively removing any barriers to learning. A commitment to ensure that every student has an equal chance to succeed underpins the ethos of the school and is successfully eliminating any differences in achievement between different groups of students. The school knows what it must do to improve further. Monitoring is rigorous because it is highly focused on the progress students make.

The evident strengths across all areas of leadership and management, such as the development of partnerships, improving engagement with parents and carers, and commitment to equal opportunities, demonstrate that the school has good capacity to sustain further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment at Key Stage 4 so that outcomes for five or more GCSEs at A* to C including English and mathematics meet the national average.
- Increase the proportion of outstanding teaching by making better use of data on students' progress to ensure activities in lessons are targeted carefully at the needs of individuals and different groups of students.
- Raise levels of attendance in Years 7 to 11 to at least in line with the national average.

Outcomes for individuals and groups of pupils

3

Most lessons are characterised by students responding enthusiastically to interesting work and making good progress. They learn well when tasks are appropriate for their levels of ability. Students enter the school with attainment that is below the national average. Many have very low levels of literacy. Value-added information shows that from these starting points, most students, including those with special educational needs and/or disabilities, generally make good progress and there are no significant differences between groups of students. There are pockets of high attainment in the specialist subject of design and technology and also in English literature. The large majority of students leave school with a GCSE qualification in at least five subjects, which contributes to their effective preparation for their future lives. Very few students do not move on to further education, employment or training when they leave Year 11.

A very large majority of pupils say they feel safe at school. The school fosters in the pupils a realistic understanding of risks and helps them to keep themselves safe. The results of parental/carers' and pupils' surveys, and records kept by the school, reveal that behaviour is improving and instances of permanent exclusion are now rare. A large majority of parents and carers think that unacceptable behaviour is dealt with effectively.

In the great majority of lessons, students show very positive attitudes to learning. Their enjoyment of school is reflected in their high participation rates in extra-curricular and enrichment activities. They take part willingly in a variety of opportunities to contribute to their school community and many of them benefit from leadership opportunities as paired

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readers with Year 7 students, sports leaders, primary school link workers and as members of the Combined Cadet Force. The wide range of sport available helps students gain a good understanding of how physical activity improves their health. Pupils play an important part in shaping school policies, such as on anti-bullying and on the improvement of marking and feedback regarding how to improve their work. The generally harmonious school environment shows that students respect each other's differences and get on well together. The curriculum and assembly programme provide considerable opportunities for students to learn about the beliefs and lifestyles of others and to consider moral dilemmas.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The large majority of teaching is good. Although some teaching is satisfactory, inspectors also observed several outstanding lessons. A clear policy sets consistent expectations for lesson planning and a structure which provides a good foundation and leads to clear learning objectives for lessons. In the lessons observed, students generally settled to work, nearly all concentrated well and they made good progress. In the best lessons, teachers set high expectations, maintained good pace in learning, used resources imaginatively and their planning was tightly linked to prior learning and assessment information so that tasks were provided at different levels. As a result, students worked independently with confidence and collaborated constructively. However, in some

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satisfactory lessons, these features were more variable, and there was a more limited use of assessment data to plan learning for individuals and groups, which inhibited progress. Teachers' marking is generally good and many lessons now include opportunities for students to assess their own work and that of their peers.

The curriculum is good. Students benefit from a comprehensive range of courses at Key Stage 4 which are well matched to their needs and interests. They were very positive about the options they have from Year 10 onwards. There is a strong and relevant vocational programme which is already contributing to students' motivation and raising attainment. There are very effective programmes for students with specific needs. The Year 7 Nurture Group provides students entering the school with low levels of literacy with additional support and intervention to make the curriculum more accessible and to improve attainment in English and mathematics. The ActivFirst programme at Key Stage 4 has successfully retained some students in school on accredited courses. The increased time devoted to English for some students who have already successfully gained a GCSE grade of C or above in mathematics is contributing significantly to improved rates of progress. A wide range of enrichment opportunities, many of them supported by the specialism, contributes to students' learning and well-being. Students are highly appreciative of the lengths the school has gone to in offering a wide range of extra-curricular activities and those participating in the Combined Cadet Force programme spoke enthusiastically about its benefits.

Outstanding care and support for students confirms the strong commitment of the school to promote achievement and success for all. Inclusion is a high priority and key staff ensure that students with specific needs are identified promptly, supported effectively and encouraged to be successful. Many students have benefited from one-to-one tuition and teaching assistants provide well-organised additional support in lessons which contributes to the very good progress that some lower-attaining students make. There are very good arrangements to support students as they transfer from primary school and as they progress through the school. Staff know students as individuals and the school works very effectively with a range of agencies to secure students' well-being. Students receive effective guidance on the world of work and post-16. There are also close links with parents and carers. A number of parents and carers wrote to say how well the school had helped their child and family. The impact of the school's supportive and nurturing approach is evident in the strong outcomes for students' personal development.

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	2
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

Bridlington is an improving school because leadership and management are good. Leaders and managers are purposefully tackling weaknesses and have put in place many strategies aimed at raising standards. They analyse the school's effectiveness accurately and use the outcomes to set priorities and make clear to everyone what is expected. The development of data analysis and evaluation to inform and target intervention strategies is effective and is being embedded at middle management levels. Rigorous monitoring of students' progress ensures that underachievement is identified promptly. Action is taken to ensure that there are no significant gaps between the attainment of different groups, there is good equality of opportunity and discrimination of any kind is not tolerated. Middle leaders say they feel well supported and held to account in equal measure by their senior colleagues. School leaders have rightly identified that eradicating pockets of only satisfactory teaching is vital to continually driving up standards and making sure that every student is sufficiently challenged. As a result, attainment and achievement are improving strongly.

Safeguarding procedures meet and exceed government requirements. The safety and well-being of students is paramount and is apparent in effective staff training, good partnerships with outside agencies and the attention to detail in the manner in which procedures are followed. The governing body has a good understanding of the work of the school and provides very effective support and challenge. Consequently, it has a clear picture of the school's strengths and relative weaknesses. The school's extensive range of partnerships, many of them provided through the specialist sport status, enhance the quality of education and care for students. The school has an excellent understanding of the nature of its local community and it engages effectively with other schools to help meet the needs of the area. It enjoys strong links with schools in France and Nigeria. However, the school understands that it needs to evaluate its work in the community more effectively and provide opportunities to engage with students from different backgrounds in this country. The school's value for money, set against outcomes, is satisfactory.

Leaders demonstrate a good capacity to bring about further improvement through the upward trend in attainment, progress and attendance; strong partnerships that extend curriculum opportunities; regular communication with parents and carers, and an effective system for improving teaching quality. The school knows where the remaining weaknesses lie and how to tackle them, so that it can continue on its journey of improvement.

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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
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	2
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	3

Sixth form

The overall effectiveness of the sixth form is satisfactory. Outcomes have shown an improving trend over the past three years so that students make the progress expected given their starting points. Teaching in the sixth form is good. Students are keen to work well and apply themselves diligently in lessons. They quickly learn the skills to work independently through focused work in collaborative workshops and in lessons, which helps to prepare them for university. Students receive good feedback on how to improve and their progress is frequently checked. Numerous intervention strategies, including better engagement with parents and carers, have had an impact on improving outcomes to satisfactory levels. Collaboration with another school has improved the choice of courses on offer to more effectively meet the needs of all students. Entry criteria have changed to encourage successful completion of courses. Enrichment activities make a strong contribution to students' personal development and students say their suggestions are listened to. The leadership of the sixth form is good. The team is well led to focus on improving outcomes for students and tackling areas of weakness.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account: Outcomes for students in the sixth form	3
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

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Views of parents and carers

Three hundred and three parental and carer questionnaires were completed. These show that the large majority of parents and carers are supportive of the school. They were most positive about how well the school is led and managed, how well the school ensures that their child is making enough progress and how well the school informs them about their child's progress. A very small minority of parents and carers think that the school does not do enough to help their children live a healthy lifestyle and expressed concern about how well the school deals with unacceptable behaviour. The inspectors observed behaviour in lessons and around the school, scrutinised documentation relating to behavioural issues and spoke to students and staff. These enquiries all supported their judgement that behaviour is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bridlington School 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 303 completed questionnaires by the end of the on-site inspection. In total, there are 902 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	27	187	62	30	10	3	1
The school keeps my child safe	98	32	183	60	16	5	2	1
My school informs me about my child's progress	111	37	170	56	17	6	3	1
My child is making enough progress at this school	96	32	188	62	14	5	3	1
The teaching is good at this school	88	29	192	63	15	5	2	1
The school helps me to support my child's learning	72	24	192	63	28	9	5	2
The school helps my child to have a healthy lifestyle	51	17	198	65	43	14	2	1
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)	88	29	183	60	16	5	1	0
The school meets my child's particular needs	88	29	191	63	17	6	4	1
The school deals effectively with unacceptable behaviour	79	26	185	61	19	6	13	4
The school takes account of my suggestions and concerns	62	20	195	64	29	10	7	2
The school is led and managed effectively	81	27	203	67	8	3	4	1
Overall, I am happy with my child's experience at this school	102	34	176	58	18	6	4	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



24 June 2011

Dear Students

Inspection of Bridlington School Sports College, Bridlington, YO16 4QU

Thank you for the warm and friendly welcome that you gave my colleagues and me when we inspected your school this week.

We concluded that the school provides you with a satisfactory standard of education overall and has some very notable strengths. Examination results are low in comparison with national standards but they are improving, and progress is good. The quality of teaching is good and our lesson observations confirm the positive relationships which exist between you and the teachers. The care and support provided by the school are outstanding and we agreed that the curriculum meets your needs well. We were pleased to read your very positive responses to the student questionnaire and to hear that you enjoy school and feel safe. The headteacher and all her staff work very hard to ensure that you receive an effective education and are totally committed to your well-being.

We have agreed some priorities with your headteacher and governors.

- Raise attainment at Key Stage 4.
- Use test results and other assessment information to plan lessons that are more challenging and that enable you to make better progress.
- Continue to improve levels of attendance at school.

You have a very important part to play in this. You can continue to attend school regularly, try your best and strive to be active learners in lessons. We wish you every success for the future.

Yours sincerely

John Barnes

Additional inspector

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