

# Bridlington School Sports College

Bessingby Road, Bridlington, YO16 4QU

**Inspection dates** 21–22 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. The rate of progress for all groups of students has improved and is now good.
- Teaching is good. Lessons are well structured, with a sharp focus on ensuring that students understand how they can progress to the next level and reach their challenging targets.
- The headteacher and senior leaders are tenacious and systematic in their successful drive to improve teaching and raise achievement.
- Students behave well and there has been a marked decrease in the number of days lost to learning through exclusions.
- Attendance is broadly average, a significant improvement following a sustained period during which attendance has not been good enough.
- The sixth form is good. Students achieve well and have a wealth of opportunities to contribute to school life. The consortium arrangements ensure they have a suitable range of courses to choose from.
- Students are enthusiastic about the broad range of extra-curricular activities available to them. They are particularly proud of the Combined Cadet Force.
- The governing body is ambitious for the school and provides a robust level of challenge to senior leaders.

### It is not yet an outstanding school because

- Attainment is not high enough. In 2012 the proportion of Year 11 students reaching the national average in a range of subjects, and particularly science, was too low.
- The approach to developing students' literacy and numeracy skills in all subjects is not fully developed.
- Although there is some very good practice in the school, the quality of marking and feedback to help students improve their learning is inconsistent. Students are not given structured opportunities to think about teachers' comments and act on them.
- The quality of middle leadership is uneven. Not all middle leaders have the skills and understanding to lead the next stage of improvement from good to outstanding.

## Information about this inspection

- Inspectors observed 37 lessons, including two jointly with senior leaders. They made shorter visits to several lessons in order to hear some students read.
- Meetings were held with the headteacher and senior leaders, staff, students, the Chair and vice-chair of the Governing Body and two other governors, and a representative of the local authority.
- Inspectors observed the school’s work and visited Harland House. They looked at samples of students’ work and analysed a range of the school’s documentation. This included: the school’s self-evaluation and development plan; safeguarding records and those relating to students’ attendance and behaviour; data analysing students’ attainment and progress; records of monitoring teaching and students’ learning; and minutes of the governing body meetings.
- Inspectors took account of 17 responses to the online questionnaire, Parent View, as well as a telephone message from a parent. Thirty three questionnaires returned by staff were also considered.
- During this inspection, inspectors asked additional questions designed to ascertain the school’s view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Jane Austin, Lead inspector

Her Majesty’s Inspector

John Townsley

Additional Inspector

Lynne Selkirk

Additional Inspector

Patrick Hargreaves

Additional Inspector

## Full report

### Information about this school

- Bridlington School Sports College is smaller than the average-sized secondary school.
- There is a small sixth form which, together with the sixth form of another local high school, makes up The Shores Consortium.
- Almost all students are White British; English is their first language.
- The school receives pupil premium funding for almost half of the students. This funding is allocated to schools to support students known to be eligible for free school meals, those in the care of the local authority and those who have a parent serving in the armed forces.
- The proportion of students supported through school action is well-above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school runs a specially resourced provision, Harland House, for eight students with social, emotional and behavioural difficulties. The local authority funds this facility, which opened in September 2012, and decides which students should have places.
- Some students in Year 11 have been attending courses at the East Riding College but these have now finished.
- In 2012, the school met the government's current floor standards, which set the minimum expectations of students' attainment and progress at the end of Year 11.

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

- Raise attainment in all subjects, and especially in science, by:
  - increasing the proportion of lessons in which learning is outstanding
  - improving the quality of marking and feedback to the level of the best in the school, and increasing opportunities for students to reflect on and respond to this
  - ensuring that students develop the skills needed to learn independently and have enough opportunities to take responsibility for their work
  - embedding a coherent, comprehensive approach across all subjects to the development of students' literacy and numeracy skills.
- Strengthen the skills and understanding of middle leaders so that all are able to:
  - lead improvements in raising the quality of teaching and learning to outstanding
  - contribute to the school's strategic leadership in its drive to become outstanding.

## Inspection judgements

### The achievement of pupils

is good

- The rate of students' progress has accelerated markedly and is now good in Years 7 to 11 and in the sixth form. This is because learning is at least good in the majority of lessons. The school's data and students' work indicate that a much larger proportion of students are reaching, and exceeding, their challenging targets than previously. This is also the case for disabled students and those with special educational needs.
- Attainment is rising but remains too low. In 2012, not enough students gained at least five good GCSE passes, including English and mathematics. Performance in science was weak. However, this year a significant proportion of students have already gained GCSE passes in English and mathematics. The school makes effective use of early entries in a number of qualifications to meet the needs of some groups of students.
- In 2012, GCSE results in English and mathematics for students for whom the school receives pupil premium funding was about a quarter of a grade lower than that of their classmates. However, these students did better than their peers nationally. The school is successfully narrowing the gap for these students.
- Students join the school with literacy levels that are much lower than those expected for their age. The individual support, funded through the pupil premium, for Year 7 students with particularly weak literacy skills has proved very effective in raising their reading ages considerably.
- More widely, the school strives to develop students' literacy skills across the curriculum. However, the strategies to support students' literacy are not consistently embedded in all subjects. Approaches to developing students' numeracy skills across the curriculum are less well developed.
- The proportion of students who gained passes at A level in 2012 was broadly average, although the proportion who gained the highest grades was below average. There were some notable strengths in mathematics and for students following BTEC courses. The majority of students gained university places, while the remainder moved on to training or employment.
- Performance at AS level was below average and the numbers of students moving from Year 12 to Year 13 was too low. The school has made helpful changes to the types of qualifications offered in some subjects and raised the entry requirements in others. This has improved the achievement of Year 12 students and a higher number plan to stay on to Year 13 this year.

### The quality of teaching

is good

- Observations during the inspection confirm the school's view that, overall, teaching is good. Good relationships between teachers and students foster a positive atmosphere in which learning flourishes. Students in Years 7 to 11 and in the sixth form make at least good progress because lessons are carefully planned to match their individual abilities and the next steps they need to take in their learning.
- Students are enthusiastic and keen to succeed because lessons move at a brisk pace and engage their interest through a variety of well-designed, challenging activities. For example, as an introduction to the play *An Inspector Calls*, Year 9 students were thoroughly engaged in solving complex clues to a crime using the skills of inference and deduction. Similarly, through playing roles of people from a variety of social backgrounds, Year 7 students made good progress in understanding the English Civil War.
- Assessment criteria are shared with students during lessons and there are frequent opportunities for students to explain how to take the next steps to improve their work. Students are thoughtful in evaluating their own work and that of their classmates. They know their challenging targets, mapped on their individual 'flight paths', and understand how activities in lessons are helping them to reach these.

- The link between students' 'flight paths' and teachers' marking is not as clear. In some subjects, the quality of feedback given to students through marking is high. However, this is not uniformly the case. Students are not regularly given opportunities to think about teachers' comments and respond to these.
- Teachers use questioning well to probe students' understanding and deepen their thinking. In the best lessons, they help students develop the skills they need to learn independently and encourage them to take responsibility for their learning. Where teaching is less successful, activities are dull and do not develop learning coherently.
- In some lessons, support for structuring written tasks and reading helps students develop their literacy skills but these methods are not used consistently. The presentation of written work is often not good enough. The development of students' numeracy beyond mathematics lessons is more limited.

### **The behaviour and safety of pupils** are good

- Students behave well in lessons and have positive attitudes to learning. They collaborate effectively in pairs and groups, helping one another to complete tasks. For example, in a Year 8 geography lesson, students shared resources well as they worked in groups to produce a fact sheet on the characteristics of tropical rain forests.
- Behaviour around the school is generally good. Students like the new system of rewards for good behaviour and say that staff apply it consistently. In their questionnaire responses, staff are almost all positive about students' behaviour and the way it is managed.
- Students say they feel safe in school and, through various subjects are taught about risks, such as cyber-bullying. They acknowledge that bullying sometimes happens but are confident that staff deal with it promptly and effectively. A number of Year 9 students are keen to take up their new roles as anti-bullying peer mentors. The school is rigorous in dealing with any incidents of racist or homophobic name-calling.
- There has been a substantial decline in the previously high rate of exclusions. This is particularly the case for students in Harland House, where specialist provision is having a very positive impact on behaviour.
- Attendance has improved and for the first time in some years is in line with the national average. Students value the rewards they can earn for good attendance. The appointment of a member of staff, funded in part through the pupil premium, to focus on raising attendance is providing the dedicated support required by some students and their families. A variety of methods are used to improve attendance. For instance, some extra-curricular activities are carefully targeted at students who need encouragement to attend regularly.

### **The leadership and management** are good

- The headteacher and senior staff are resolute and dynamic in their drive to improve the school. Well-considered plans to meet the school's priorities are based on an accurate analysis of its strengths and weaknesses.
- The school's successful approach to raising the quality of teaching has increased in rigour this year. Detailed analysis of regular lesson observations identifies areas for development for the whole staff, usually addressed through training, as well as for individuals. Coaching provides intensive support for teachers which is, in the main, having a positive impact on their performance.
- Through the new appraisal system, linked to the *Teachers' Standards*, high expectations of teachers' performance have been spelled out. Performance management is used to hold teachers to account and ensure that those who have progressed up the pay spine have appropriate responsibilities.

- There is a clear, tightly organised line-management system which ensures consistency in holding middle leaders to account. However, many responsibilities rest with the senior leaders and there are helpful plans to increase the contribution of middle leaders at a strategic level. Not all are equally well equipped to meet this challenge or to drive the next stage of improvements to teaching and learning.
  - Very clear arrangements are in place, which enable the sixth form consortium to work well both in terms of organisation and strategic direction. Planning for future developments is reviewed regularly to keep the partnership on track. Assessment systems have been improved so that students' progress is tracked closely and they are supported to achieve well.
  - The organisation of the curriculum reflects students' needs closely and contributes to their good progress. Nurture groups in Years 7 and 8, where there is a strong emphasis on developing literacy and social skills, help students as they move from primary school and mature. A popular and successful course in creative media has been developed for a group of Year 9 students who need more intensive support. Key Stage 4 has been extended to include Year 9, and some students follow courses which enable them to take GCSE examinations at the end of Year 9 and Year 10.
  - The school's provision for students' spiritual, moral, social and cultural development is carefully planned both through the curriculum and through an annual programme of themes for assemblies. Students have helped develop a themed week, this year focusing on the local community, aimed at extending their experiences. Generally, students are enthusiastic about the wide choice of extra-curricular activities, planned for the optional lesson at the end of each day. They spoke animatedly about school productions, a wide range of sporting activities and particularly about the Combined Cadet Force to which many belong.
  - This academic year the headteacher requested help from the local authority to accelerate the school's progress. This fruitful partnership was tightly planned and regularly reviewed, including by the governing body. The local authority knows the school well and detailed evaluation of the difference support has made has helped to refine the next actions at each stage. The impact on the areas targeted, the quality of teaching, the progress of Key Stage 4 students in English, and the development of middle leadership has been positive. The governing body values the training provided for governors, particularly sessions focused on understanding national data about the school's performance.
  - **The governance of the school:**
    - Governors have a thorough grasp of the school's performance and are rigorous in challenging school leaders. They are well informed about the quality of teaching, in part because the Chair attends regular review meetings with senior leaders and the local authority. In addition, some governors have participated in aspects of the recent local authority review, monitoring the implementation of the policy on marking and feedback to students. The governing body regularly monitors progress on the school's improvement plan and contributes to the school's self-evaluation. Governors look in detail at the deployment of pupil premium funding and carefully evaluate the impact of this. The governing body has appropriate oversight of the management of teachers' performance. It ensures that the school meets all requirements for safeguarding students.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118111
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	405749

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

<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	830
<b>Of which, number on roll in sixth form</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Baldock
<b>Headteacher</b>	Sarah Pashley
<b>Date of previous school inspection</b>	22 June 2011
<b>Telephone number</b>	01262 672593
<b>Fax number</b>	01262 672593
<b>Email address</b>	office@bridlingtonschool.org.uk

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