

Withernsea High School

Hull Road, Withernsea HU19 2EQ

Inspection dates

1–2 November 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and governors have high expectations of pupils and staff. As a result, the overall effectiveness of the school has improved over time and is now good.
- Clearly identified professional development and support for staff has resulted in good teaching and good subject leadership.
- Systems for checking pupils' progress are very effective. Disadvantaged pupils and those who have special educational needs and/or disabilities make good progress because of the good support they receive.
- Governors support and challenge leaders well to make sure that pupils learn well and develop the skills to become good citizens.
- Teachers' good questioning engages pupils well in their learning. It helps teachers to assess learning quickly and address misconceptions.
- Teachers plan activities that interest pupils and lead to good attitudes to learning. Pupils say that they enjoy learning.
- Teaching assistants make a positive contribution to pupils' progress. They are highly skilled and are helping pupils, particularly those who have special educational needs and/or disabilities, to make good progress.
- Sixth form students make a good contribution to the life of the school. They support the learning of younger pupils in the school and promote positive attitudes.
- Pupils support the work of the school well by taking on leadership roles. Overall, pupils treat each other and adults with respect and this leads to effective personal development, behaviour and welfare.
- Senior leaders, and the local authority, have managed the work of the teaching school particularly well. This has led to improvements in both teaching and learning.
- Teachers' expectations are usually high. However, work set for the most able is not consistently challenging to help them make strong progress.
- There are a few subjects where leaders have not ensured good teaching and progress for pupils. Also, there is some inconsistency in attainment in English.
- Leaders have not created strong opportunities to write at length and apply mathematical skills across a wide range of subjects.
- Despite strong progress in vocational courses, leadership has not ensured good teaching and good progress in academic courses in the sixth form. Hence, the provision in the sixth form requires improvement.
- Safeguarding is effective with some strong practice. However, record-keeping is not always of the very highest quality.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to strengthen the consistency of pupils' outcomes, by:
 - ensuring that the most able pupils are challenged consistently well to attain the very highest standards
 - providing greater opportunities for pupils to write at length across a wide range of subjects
 - increasing opportunities for pupils to develop mathematical skills, including problem-solving, across a wide range of subjects
 - making sure that pupils' knowledge and understanding are deepened in those subjects not performing as well as the best subjects in the school.
- Improve the effectiveness of the sixth form by ensuring good teaching and good progress for students taking academic courses.
- Increase the impact of leadership and management by ensuring that:
 - all subject leaders are as highly skilled as the best in strengthening improvements in teaching and learning
 - greater progress is made in English language to bring it in line with English literature to accelerate overall progress in English
 - high-quality record-keeping for safeguarding is consistent.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and governors have taken decisive action to strengthen the quality of teaching and pupils' outcomes so they are good. They are using astute support to strengthen teaching and this has had the desired effect to ensure that teaching is effective. Leaders have the strong support of staff in improving the school and morale is high. Consequently, the overall effectiveness of the school has improved and is now good.
- Leaders and managers have an accurate view of what is working well in the school and where improvements are still needed. There is increasing evidence that the school's plans for improvement focus well on the key priorities for the school and are supporting improvement.
- Increasingly, middle leaders are playing their part in improvements across the school and their subject areas. However, there are a few subjects where pupils' progress is not yet consistently good and middle leaders have yet to address this fully.
- Leaders use a wide range of evidence to determine the quality of teaching and the progress that pupils are making. A thorough system is in place for checking the performance of teachers and identifying areas that require strengthening. Professional development is designed around areas that need strengthening across the school and for individual teachers or leaders. The impact of this work is checked regularly and is resulting in good progress for pupils.
- The curriculum interests pupils and makes a good contribution to their learning. Despite the size of the school, there is a wide range of courses available to pupils, leading to good progress and continuation in education and employment at the end of Year 11. Leaders review the impact of the curriculum carefully and have decided that pupils will benefit from starting their GCSE courses at the beginning of Year 9. They have recognised that too few pupils, particularly the most able, have fulfilled the requirements of the English Baccalaureate. Steps have been taken to remedy this by encouraging more pupils to follow French in Year 9 and this is working well.
- Spiritual, moral, social and cultural education is well organised. Assemblies and form time contribute effectively. The personal, social and health education programme is comprehensive and well led. An analysis of pupils' work showed that they take time to reflect on their beliefs and values, leading to pupils being well prepared to take their place in modern Britain.
- There is good use of the pupil premium funding. The progress of pupils eligible for this funding is tracked very carefully and additional support is provided to ensure that they are not falling behind. These pupils have bespoke programmes of support and are allocated an adult who reviews their progress regularly.
- Leadership has established good systems to link with off-site providers attended by pupils. Leaders check the progress, attendance, behaviour and safety of this very small number of pupils.
- The local authority has a good understanding of how the school has strengthened since the previous inspection and what has still to be done to provide outstanding education.

It has provided financial support to engage the support of a teaching school to supplement the good work of leaders and managers in the school. The school has targeted the support very effectively to add to their capacity for improvement. As a result, the overall effectiveness of the school has improved.

- Since the previous inspection, leaders have managed a large programme of refurbishment and building extension. Throughout this time, they have maintained their focus on improving pupils' achievement and the quality of teaching so that both are good.

Governance of the school

- Governors are very ambitious for the pupils and staff. They use good systems to check the progress of the school regularly to ensure that the school is improving. Governors know that leaders have strengthened teaching through high-quality professional development and well-targeted support for teachers and middle leaders. Governors have ensured the wise use of the additional resource provided by the teaching school.
- Governors have audited their skills and made a number of changes to their membership in order to strengthen their contribution to leadership. They are highly skilled and have educational expertise to support their work. Governors have a good understanding about how the school is preparing pupils to be good citizens and keep safe.
- Governors have a very clear understanding of how all groups of pupils and students are achieving. They hold leaders and managers at all levels to account for their responsibilities and ensure that the pupils in their care are progressing well.
- Governors have a strong understanding of the finances of the school and plan for future developments or financial challenges. They know that funding for disadvantaged pupils, special educational needs and Year 7 catch-up programmes is supporting good progress. They have a strong understanding about the link between teachers' performance and pay.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and governors are passionate about keeping children safe and fulfilling their safeguarding duties. Governors review the school's processes regularly to check that systems are fit for purpose. The school fulfils all of the requirements for checking staff's suitability to work with children.
- There is a clear ethos across the school that sets the safety of pupils as a high priority. The school works closely with external agencies to ensure that appropriate action is being taken to keep the most vulnerable pupils safe. There are examples of highly detailed record-keeping that ensure staff or parent concerns are acted upon swiftly and that pupils are safe. Very occasionally, record-keeping is not of the highest standard and some strengthening is required to keep each of the three safeguarding leads fully informed.
- The inspection team raised a matter of lunchtime 'custom and practice' with some pupils leaving the school site. The school acted swiftly to address this to the satisfaction of the team. Pupils are given a clear understanding of how to keep safe and assess the risks that might face them. Attendance is strengthening for pupils

because of improved links with parents and this is contributing well to pupils' safety and well-being.

- Safeguarding and child protection policies take into account the most recent legislation. The school provides effective training to ensure that staff are aware of how they should act to keep pupils safe. Leaders acts promptly should staff be unclear about any of the actions they should take to keep pupils safe.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved since the previous inspection and is now good. Professional development and leaders' targeted support for teachers has strengthened teachers' skills and this is helping pupils make good progress overall.
- Well-planned activities and consistently effective questioning engage pupils well in their learning. Pupils enjoy their learning and teachers remedy early misconceptions so that pupils learn well.
- Generally, teachers have high expectations of most groups of pupils, particularly those who have special educational needs and/or disabilities. This helps pupils to learn at a good pace. Occasionally, expectations can vary and work is not sufficiently challenging for the most able pupils.
- An analysis of pupils' work shows that they benefit well from teachers' effective marking. Pupils respond well and this supports their good progress. Very occasionally, the school's policy has not been adhered to well enough and, when this occurs, learning slows. Leaders are aware of this from their own work scrutiny and are further developing the system for marking and feedback.
- Across many subjects there are wide opportunities for pupils to develop their reading skills with a clear focus on developing subject-specific vocabulary for learning. There are some examples of pupils writing at length in a range of subjects, particularly history and geography, but this skill has not been consolidated well enough across the school.
- Pupils' mathematical skills are not well developed across a range of subjects to strengthen their understanding of how mathematics is applied in varying circumstances to solve problems.
- Teaching assistants make a good contribution to pupils' learning both inside and outside the classroom. They support pupils with a range of abilities as they have a good understanding of the subjects they are supporting pupils in.
- Positive relationships and mutual respect feature strongly and this helps lessons flow smoothly.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have positive attitudes to their learning. They say that the school's behaviour

and rewards code is applied consistently by staff. As a result, pupils understand what is expected of them and this supports their learning well.

- Pupils show respect to each other and to the adults they work with. They are proud of their school and are smart in their appearance. Generally, pupils take pride in their work and presentation is of a high standard.
- Pupils in key stage 4 and the sixth form were particularly keen to tell inspectors how highly they valued the work of their teachers. Pupils told inspectors that they enjoy school and are safe in school.
- Pupils understand how to stay safe. They are clear about how to stay safe when using the internet and what to do should they come across any contact from unknown people. They said bullying occurs infrequently. They have confidence that the school deals with bullying effectively.
- Pupils are tolerant and have developed a good understanding of other cultures. There are a small number of pupils who have used racist language but it is clear from records that the school takes effective action and this prevents it from reoccurring.
- The school's personal, social and health education programme and assemblies give pupils a good understanding of democracy and how to become a good citizen. Health and emotional well-being is promoted well and pupils are clear about what to do should they require support or help.
- Careers education and guidance is given throughout the school and this is helping to strengthen aspirations of those pupils in the sixth form and pupils throughout the rest of the school. There are good links with local universities as well as independent careers advice. The most recent information indicates that all pupils and students leaving the school continue in education, employment or training.
- Pupils wishing to be members of the school council prepare a manifesto and all other pupils vote for their candidate. They know that they are able to influence life at school through the school council and their views are listened to. Pupils enjoy the leadership roles that are open to them.

Behaviour

- The behaviour of pupils is good.
- Around the school, pupils' conduct is good. They care well for the school environment which is litter free. The school is a calm and purposeful place.
- Pupils are keen to make a positive contribution to their learning, are generally attentive in class and respond well to what they are asked to do. Occasionally, when the pace of learning slows or work is not sufficiently challenging, pupils can lose concentration.
- Overall attendance has improved over time and is now average. The proportion of pupils regularly absent from school has reduced quickly because of the additional staff who are focusing on ensuring that pupils attend well.
- There are strong procedures in place to ensure that those very few pupils at alternative provision are safe and behave well.
- Staff and parents believe that behaviour is good in school. Parents indicate that their children are safe in school and that they are well cared for.

Outcomes for pupils

Good

- Leaders' determined efforts have strengthened the quality of teaching since the previous inspection. This has resulted in pupils' outcomes improving and being good across most subjects.
- Pupils make very strong progress in both mathematics and science. Progress in English is good overall although there are some inconsistencies in outcomes between English literature and English language over time.
- In 2016, those pupils leaving school at the end of Year 11 made above-average progress overall. From below average starting points, the proportion of pupils attaining grades A* to C in both English and mathematics was average.
- Inspectors' analysis of current pupils' work showed that pupils are making good progress across both key stage 3 and 4. Strong progress is made in art and in BTEC dance and sport. Inspectors noted improvements in history and French where progress, in the past, has required strengthening. Leaders are taking effective action to strengthen subjects that are lagging behind in progress by using the judicious support of the teaching school alliance.
- Pupils who have special educational needs and/or disabilities are making better progress than all pupils nationally. Leaders identify the needs of these pupils clearly and have good systems for informing staff about how pupils' needs are to be met. As a result, the work of these pupils shows they are making good progress because of the effective support they are receiving both in class and outside of the classroom.
- The progress of disadvantaged pupils has strengthened since the previous inspection because of good subject mentoring support for these pupils and their improving attendance. Consequently, across the school, attainment for these pupils is closer to non-disadvantaged pupils nationally. In a few subjects, well known to leaders, the progress of disadvantaged pupils needs to be strengthened further.
- The most able pupils, including the most able disadvantaged pupils, are making effective progress. The proportion attaining the highest GCSE grades is improving. However, there is further work to be done to increase the challenge for these pupils so more pupils reach the very highest GCSE grades across a range of subjects.
- Pupils eligible for Year 7 catch-up funding (government funding for those entering secondary school with below-average standards in English and mathematics) make effective progress. Those pupils who do not reach average standards in English and mathematics by the end of Year 7 are given additional support by the school throughout Year 8. This confirms the school's commitment to ensuring that all pupils attain well and have equal opportunities.
- The school promotes reading well. There are regular opportunities for pupils to read during form time and gain rewards such as 'house points'. The school uses computer systems to check pupils' understanding of what they are reading; the youngest pupils enjoy using computer reading systems and read well.

16 to 19 study programmes

Requires improvement

- Over time, students' progress in academic courses requires improvement. Students taking these courses make expected progress in their subjects but no better than that.
- The quality of teaching is not challenging students well enough to ensure that they make good progress in academic courses. Not enough students are developing study skills that prepare them well for future learning in these courses. Therefore, the quality of teaching in the sixth form requires improvement.
- Since the previous inspection, leaders and managers have not improved students' progress and the quality of teaching in the sixth form so that they are both good. However, they are aware of key areas for development and have put plans in place to strengthen students' progress and improve the quality of teaching. As yet, there has been insufficient time for these plans to impact fully.
- Students' progress in vocational courses is good because of good teaching in these courses. Leaders ensure that students are given appropriate advice and select courses that they are going to be successful in.
- Disadvantaged students make good progress in vocational courses but only average progress in academic courses. This means that differences in attainment between disadvantaged students and other students nationally have closed in vocational courses but more is yet to be done in academic courses.
- Progress is improving for those students who resit GCSE English and/or mathematics. The provision for these students is well organised and given a high priority by the school. Effective teaching enables many students to improve their GCSE grade in English and/or mathematics or obtain a grade C.
- The curriculum offers a wide range of subjects and a good range of enrichment activities for students of all levels of abilities. Visiting speakers broaden students' knowledge on subjects such as enterprise, mental health, volunteering and financial management. Students are able to access victim support and sexual health drop-ins to strengthen their safety. The curriculum is supporting students' good personal development and welfare.
- Students make a good contribution to the school and are good role models for younger pupils. They enjoy contributing to the life of the school by supporting younger pupils in learning, for example in a geography club and physical education lessons. They are involved in a range of charity ventures including poppy selling.
- The school provides very effective careers guidance for all sixth form students. Year 12 students complete one week's work experience as part of their study programme. In 2016, all students progressed to their destination of choice and continued in education or employment with training. Strong links with a local university have supported students' increasing aspirations. These aspects illustrate the way that the school is dedicated to serving the needs of the local community.

School details

Unique reference number	118075
Local authority	East Riding of Yorkshire
Inspection number	10019734

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	697
Of which, number on roll in 16 to 19 study programmes	92
Appropriate authority	The governing body
Chair	Caroline Heaton
Headteacher	Richard Williman
Telephone number	01964 613133
Website	www.withernseahigh.org.uk
Email address	whstc@wscampus.net
Date of previous inspection	4 November 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized secondary school.
- The proportion of disadvantaged pupils supported through the pupil premium is above average.
- Almost all pupils are White British. The vast majority of pupils speak English as their first language.
- The proportion of pupils who have support for special educational needs and/or

disabilities is average.

- The proportion of pupils with a statement of special educational needs or an education, health and care plan is above average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 11.
- There are three alternative providers currently used for an exceptionally small number of pupils. They are: Aspire Academy; East Riding local authority pupil referral unit and East Riding key stage 4 alternative provision.
- During the past year, the school buildings have been refurbished and an extra building has been added to the school.
- The school works in partnership with the Blueprint Teaching School Alliance.
- Pupil numbers have reduced since the previous inspection because of changes in the local population.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons, with three sessions jointly observed with a senior leader.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- The lead inspector held a meeting with the chair of the governing body and three other governors. An inspector held a meeting with a representative of the local authority and the Blueprint Teaching School Alliance.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, a number of key school policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 23 responses to the online questionnaire for parents (Parent View).
- There were 42 staff questionnaires and 11 pupil questionnaires considered by inspectors.
- Inspectors were aware during this inspection that a serious complaint of a child protection nature was being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegations were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

Inspection team

Jim McGrath, Lead inspector	Ofsted Inspector
Judith Gooding	Ofsted Inspector
Gordon Watts	Ofsted Inspector
Patricia Head	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2016