

# Longcroft School and Sixth Form College

Burton Road, Beverley HU17 7EJ

## Inspection dates

11–12 October 2017

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Since the previous inspection, leaders have not acted quickly enough to tackle weaker teaching to ensure that outcomes for disadvantaged pupils and those with high prior attainment improve.
- Outcomes require improvement as pupils do not make consistently strong progress across all subjects and year groups.
- Leaders have not used additional funding effectively to accelerate the progress of disadvantaged pupils and those who have special educational needs and/or disabilities.
- Teachers' expectations are not routinely high enough for all pupils, particularly disadvantaged pupils and those with high prior attainment, and this limits the progress they make.
- Teachers do not use pupil information effectively; therefore, pupils are not sufficiently challenged in their learning.
- Pupils' attitudes to learning and their behaviour are not consistently good. As a result, they are not demonstrating the skills necessary to be successful learners.
- Attendance remains a concern for school leaders. Leaders' strategies have helped some pupils attend school more regularly; however, disadvantaged pupils do not attend school as often as they should.
- In the sixth form, teaching is variable. As a result, outcomes for students who access academic subjects are inconsistent.

### The school has the following strengths

- The headteacher, supported by governors, has restructured the senior leadership team. This has ensured that lines of accountability, roles and responsibilities are clearer.
- The five assistant headteachers, guided by the headteacher, have a renewed focus on improving the quality of teaching and pupils' outcomes. This is because this group of leaders work cohesively to strategically plan and make the improvements needed.
- New leadership in the sixth form has a firm grasp of what needs to be changed to improve students' opportunities, experiences and outcomes.
- Pupils feel safe at school and they are confident that staff will deal with any concerns they have. Pupils are respectful towards visitors.

## Full report

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

- Improve the quality of teaching, learning and assessment by ensuring that all teachers:
  - have consistently high expectations of all pupils
  - use pupil information to plan learning that challenges pupils sufficiently and set activities that match the varying needs and abilities of pupils, particularly high prior attaining pupils and disadvantaged pupils
  - use questioning skilfully so that pupils are encouraged to develop and deepen their knowledge and understanding
  - follow the school’s policy to provide pupils with advice and guidance that help them improve their work
  - give pupils sufficient opportunities to improve their spoken and written responses
  - encourage high levels of literacy, particularly spelling, punctuation and grammar, across all subject areas.
- Improve pupils’ personal development, behaviour and welfare by:
  - embedding routines so that pupils have high expectations and aspirations of what they can do and achieve
  - promoting consistent, positive attitudes to learning
  - ensuring that attendance overall and for groups of pupils, particularly disadvantaged pupils, improves to be in line with, or better than, the national average.
- Improve the effectiveness of leadership and management by ensuring that:
  - all leaders encourage and embed a culture of high aspirations and expectations of staff and pupils
  - all leaders take an active role in rigorously evaluating and improving the quality of teaching, learning and assessment across the school
  - outcomes for all pupils and for groups of pupils, including students in the sixth form, across a wide range of subjects improve, particularly for the high prior attaining pupils and the disadvantaged pupils
  - middle leaders take greater responsibility for the quality of teaching, progress and attainment of pupils in their departments across key stages 3, 4 and 5
  - the effect of additional funding the school receives, including the pupil premium and funding for pupils who have special educational needs and/or disabilities, is more rigorously monitored and evaluated against pupils’ outcomes.

An external review of the school’s use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, leaders have not acted swiftly enough to tackle weaker teaching. As a result, outcomes for disadvantaged pupils and those who enter the school with high prior attainment has declined.
- Leaders and governors acknowledge that they have not used additional funding strategically enough in order to secure better outcomes for disadvantaged pupils and those who have special educational needs and/or disabilities. While current pupils in Years 8 and 9 are showing some signs of improvement, the overall progress made by these groups of pupils in the school remains low.
- The school's self-evaluation document is not rooted in enough evidence so that the headteacher, deputy headteacher and governors have an accurate view of the school's overall effectiveness. However, leaders and governors have accurately identified what they need to do to improve certain areas, such as outcomes for disadvantaged pupils and those who enter the school with high prior attainment.
- School improvement planning is not having the desired impact across the school at this early stage. In some aspects, the plan lacks clarity and actions are not precisely linked to improving the quality of teaching and learning and pupils' outcomes. Leaders, governors and staff are yet to take on their full roles in the implementation of this plan and, as a consequence, the quality of teaching is not improving rapidly enough.
- The extent to which middle leaders are having an impact on improvements is variable. There are variations in pupils' experiences and outcomes within subject departments. As a result, they are not improving the quality of teaching in their departments quick enough.
- In the past, professional development opportunities for staff have not had a positive impact on improving the quality of teaching and learning. This is because these opportunities have not met teachers' development needs or been aligned to school improvement priorities. Newly appointed senior leaders are in the process of ensuring that professional development opportunities link to the school's priorities of improving the quality of teaching. However, it is too soon to evaluate the impact of such opportunities.
- Senior leaders carry out performance management for teaching staff and targets set now link to improving standards. Leaders set and review targets with staff and if staff do not meet these targets, they understand that they are not automatically eligible for pay progression.
- The curriculum is broad and it is planned by leaders so that pupils can study a wide range of subjects. Pupils can access and opt for, in key stage 4, history, geography and modern foreign languages should they wish. Leaders acknowledge that the curriculum has not met the needs of disadvantaged pupils in the past. Currently, pupils access better-quality advice and guidance to inform their subject choices before they begin key stage 4.
- Leaders' planned provision to develop pupils' spiritual, moral, social and cultural understanding is taught through the school's assembly and form time programme.

Pupils understand the skills and values they need to be positive members of the school and the wider community.

- School leaders spend the Year 7 additional catch-up funding effectively. Pupils who enter the school with low starting points in literacy access a bespoke curriculum that enables them to develop their spelling and reading skills. As a result, current Year 7 and Year 8 pupils who access this provision are developing these essential skills quicker. For example, inspectors heard some of these pupils read well because of this support.
- The headteacher, supported by governors, has restructured and reorganised the senior leadership team. As a result of this, newly appointed assistant headteachers, cohesively and with vigour, have undertaken a thorough and insightful review of what needs to be done to improve the quality of teaching, strengthen leadership and improve pupils' outcomes. This group of senior leaders has brought about a renewed and sharper focus to strategic planning. However, the full impact of their actions is yet to be seen across all areas of the school.
- Senior leaders have recently improved systems to monitor the quality of teaching and the effectiveness of middle leadership. Consequently, most senior leaders are building a more accurate view of the strengths and weaknesses of each department. Leaders meet with middle leaders to hold them to account for the progress and attainment of all pupils in their departments.

### **Governance of the school**

- Governors understand their responsibilities. They are ambitious for the well-being and experiences of pupils. As a group, they understand the importance of improving the quality of teaching across the school.
- The governing body has recently elected a new chair, vice-chair and additional governors. Governors have a wide range of skills and they are using these skills to hold leaders increasingly to account. Records of governors' meetings demonstrate the capacity that governors have to support and challenge leaders effectively.
- Governors diligently fulfil all of their statutory duties, such as ensuring that all safeguarding procedures are in place and under regular review.
- Governors are developing a much clearer picture of the strengths and weaknesses of teaching in the school.

### **Safeguarding**

- The arrangements for safeguarding are effective. School leaders maintain accurate and appropriate records. They ensure a thorough approach to safer recruitment and that all appropriate procedures are in place for checking the background information of staff when they are appointed.
- Staff are aware of their role in ensuring pupils' safety and welfare. They access regular safeguarding training and because of this have a good knowledge of the risks that pupils may face. Where appropriate, staff work well with other agencies to ensure that vulnerable pupils get the support they need.
- Pupils are taught how to recognise and keep themselves safe from harm or danger, for

example through effective sessions about e-safety. The vast majority of pupils say that they feel safe and are well looked after in school. Pupils are aware of who to report concerns to and are confident that pastoral staff will deal with issues effectively. The majority of parents and carers also report that they feel their children are safe at school.

- Increased supervision of pupils in the dining areas and when moving from lesson to lesson, for example from the upper to lower school building and vice versa, is reducing reported incidents of pushing, shoving and boisterous behaviour. Leaders are well aware of how important it is to continue such supervision.

### Quality of teaching, learning and assessment

### Requires improvement

- The quality of teaching and learning is variable and inconsistent. Since the last inspection, the quality of teaching has not been of sufficiently high quality to ensure that all pupils make the progress they are capable of.
- Teachers do not routinely have high expectations of what pupils can achieve, particularly high-prior attaining pupils and disadvantaged pupils. As a result, these pupils do not receive activities that challenge them sufficiently and this limits the progress they make.
- Teachers do not routinely use pupil information available to plan learning or set activities that matches the varying needs and abilities of pupils. As a result, some pupils are not challenged sufficiently in their learning. In English and mathematics, for example, pupils' experiences are variable and because of this some pupils are frequently set activities that requires them to work at a lower level than they are capable of. Where work planned by teachers does challenge pupils, for example in art, they make better progress in developing their skills, knowledge and understanding.
- Teachers do not always use questioning skilfully and this leads to superficial answers from pupils. It does not encourage them to think deeply about different concepts and ideas. As a result, pupils are not routinely encouraged to give depth or detail in both their spoken and written responses.
- Teachers do not always assess pupils' work in line with expectations set by school leaders. Consequently, the feedback pupils receive is inconsistent and pupils' misconceptions, particularly around spelling, punctuation and grammar, remain unaddressed. In addition, not all teachers insist on the highest standards in presentation, and therefore some pupils' work is messy and unfinished.
- Strategies to encourage pupils' literacy skills, for example writing at length, are underdeveloped across a range of subjects, particularly in geography, history and science. There are few planned opportunities afforded to pupils to develop and extend their mathematical skills across the curriculum.
- The use of additional adults to support pupils who have special educational needs and/or disabilities is inconsistent. Pupils make better progress from their starting points when teaching assistants support them well. The newly appointed special educational needs coordinator is redeploying support so that it has a more consistent impact on identified pupils' progress.
- Teachers have sound subject knowledge. Where teaching observed was stronger,

teachers use this knowledge to plan learning that engages and challenges pupils. This was evident in Year 10 history, Year 7 art and Year 11 chemistry and biology, for example.

- Leaders' newly introduced systems to monitor the quality of teaching and learning is giving them the information they need to get to grips with the strengths and weaknesses of the quality of teaching, learning and assessment. It is giving them the evidence to strategically plan for improvements in specific department areas. It is too early to assess the impact of such strategy plans.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Opportunities for pupils to discuss wider issues and put forward their ideas in lessons are underdeveloped. This is because teachers' questioning does not encourage pupils to expand their explanations and views. This limits pupils' confidence and their ability to share ideas. Classroom routines and opportunities are not embedded consistently enough, therefore pupils do not have high enough expectations and aspirations of what they can do and achieve.
- Pupils' responses in relation to incidents of bullying are variable. Pupils who made their views known say that bullying is rare and it is dealt with; however, they do not believe that staff deal with it as quickly as they could. Such views are also echoed by some parents.
- Leaders make use of alternative education provision, when the need arises. They ensure that they carry out appropriate checks to make sure that pupils attend. Leaders do not yet satisfy themselves that the provision is having a positive impact on pupils' progress.
- Pupils are respectful, polite and welcoming to visitors.
- Pupils feel safe and well cared for by the pastoral team. Pupils understand how to stay safe, for example online. Pupils are clear that everyone should be treated with respect. Pupils believe that everyone is treated equally in the school and the wider community, regardless of their background, religion or sexual orientation.

### Behaviour

- The behaviour of pupils requires improvement because pupils' attitudes to learning and concentration levels are not consistently positive.
- Pupils told inspectors that they believe staff do not deal with behaviour consistently.
- Pupils' attendance remains a concern for school leaders. Staff from the pastoral team have had some success in reducing rates of absence for some pupils, particularly disadvantaged pupils and pupils who have special educational needs and/or disabilities. However, for these groups of pupils, their absence and persistent absence remains far too high and they do not attend school as regularly as they should. This is having a

negative impact on their learning and progress over time.

- Pupils treat the school environment with respect and do not leave litter lying around.
- In the main, pupils conduct themselves well during breaktimes and lunchtimes. They queue patiently and chat among themselves calmly as they wait to buy food from the canteen. Leaders have correctly increased supervision at these times, and also as pupils move between lessons.

### Outcomes for pupils

### Requires improvement

- The progress that pupils make is variable across the curriculum. This is because the quality of teaching is variable and inconsistent within each subject area.
- From their starting points, pupils in Year 11 in 2016 and 2017 did not make enough progress in both English and mathematics. This was particularly the case for disadvantaged pupils. In response to this, leaders have accurately identified pupils currently in Year 11 to access support and intervention in these subjects. Inspectors observed this and noted how it was having a positive impact on rapidly developing pupils' knowledge, skills and understanding. Pupils spoke about how much they appreciate and are benefiting from this additional support.
- The progress and attainment for disadvantaged pupils, over time, has been significantly lower than that of other pupils nationally across a broad range of subjects. Previously, leaders have not checked on how well additional support and strategies have been working. As a result, funding has not been used effectively enough to ensure that these pupils make consistently good progress throughout their time at school. Information provided by the school indicates that progress for this group of pupils is showing signs of improvement, particularly for disadvantaged pupils in the current Years 8 and 9.
- The most able pupils and the most able disadvantaged pupils achieve well in some subjects, such as performing arts and separate science courses. This is because the work they are set and the teaching they receive challenge them. However, the progress and attainment overall for these groups of pupils require improvement as they are inconsistent across different subjects.
- Pupils who have special educational needs and/or disabilities are not making enough progress from their different starting points. The support these pupils receive in class is inconsistent; however, additional, targeted support through the school's nurture provision is enabling current pupils in Years 7 and 8 to catch up and develop skills at a faster rate.
- Throughout the school, pupils' learning is showing some signs of improvement. This is as a result of school leaders implementing a more systematic way of using pupils' assessment information with middle leaders. Leaders acknowledge that there is still work to do to ensure that all staff are using this information consistently.

### 16 to 19 study programmes

### Requires improvement

- Students' progress and attainment has declined over a three-year period. This is because leaders have not acted swiftly enough to intervene and combat underachievement in a wide range of subjects. As a consequence of this, students have underachieved and some subject performance has been variable.
- From different starting points, students do not achieve what they are capable of in a wide range of subjects.
- Leaders do not routinely monitor or check the quality of teaching, learning and assessment across the 16 to 19 study programmes. As a result, they have an overgenerous view of students' and subjects' performance.
- Teaching in the sixth form is variable. Teachers do not routinely challenge students to think deeply and work independently to solve problems. Also, in some subjects, for example English, students are not encouraged to think beyond the superficial meaning of ideas and this limits their understanding.
- Personal development and welfare in the sixth form are variable. For example, careers guidance is offered inconsistently to students and therefore not all students benefit from such advice and guidance. Students are well aware of how to stay safe and they are encouraged to take part in some enrichment activities that are on offer. They are confident and self-assured individuals.
- Teachers support those students entering the sixth form without a GCSE pass grade in English and mathematics. Students are taught well and achieve these qualifications when they resit examinations.
- Safeguarding arrangements in the sixth form are effective because leaders and teachers are vigilant. Students wear lanyards, which makes them easily identifiable, and they take responsibility for their own and others' safety. Students are well cared for by staff.
- The newly appointed head of the sixth form is ambitious and he has a firm grasp of what needs to be done to improve students' experiences. Early evidence indicates that leadership is having an impact in relation to students' academic progress and personal development. Tutors are now monitoring students' progress, experiences and aspirations.
- Provisional 2017 students' outcomes information indicates an improvement in relation to attainment. Leaders also provided evidence that demonstrated, in 2017, all students accessed education, employment or training and that retention rates of students staying on from Year 12 to Year 13 continue to be higher than the national average.
- The school meets the requirements of the 16 to 19 study programmes. Students are well supported and guided through the process of choosing and applying to universities. Sixth-form leaders ensure that students can access work experience if it is deemed appropriate.

## School details

Unique reference number	118073
Local authority	East Riding of Yorkshire
Inspection number	10032158

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
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	1,061
Of which, number on roll in 16 to 19 study programmes	109
Appropriate authority	Local authority
Chair	Adam Marham
Headteacher	Ian O'Donnell
Telephone number	01482 862171
Website	<a href="http://www.longcroftschoo.co.uk">http://www.longcroftschoo.co.uk</a>
Email address	<a href="mailto:school@longcroft.eriding.net">school@longcroft.eriding.net</a>
Date of previous inspection	13–14 March 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- Longcroft School and Sixth Form College is a larger than average-sized secondary school.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is broadly in line with the national average.

- The majority of pupils who attend the school are White British.
- The school meets the government's floor standards.
- Some pupils access full-time alternative provision at the local pupil referral unit and through local authority commissioned placements.

## Information about this inspection

- Inspectors observed teaching and learning across a wide range of subjects and ability ranges and across all key stages. Some lessons were jointly observed with members of the senior leadership team. Inspectors also listened to some pupils in key stage 3 read and they spoke to the pupils about their reading experiences.
- A detailed analysis of current pupils' work was completed by the inspection team.
- Inspectors held meetings with the headteacher, other senior leaders, a group of middle leaders and members of the governing body. Inspectors also met with a group of teachers and a group of support staff.
- Throughout the two days, inspectors spoke with different groups of pupils, both formally and informally, about their experiences, their learning and their safety.
- Inspectors observed movement around the school's site, including movement to and from the upper and lower school buildings. They also observed breaktimes, and were in the dining areas on both days of the inspection.
- Inspectors reviewed a range of the school's documentation, including that relating to safeguarding, attendance and behaviour. They also reviewed the school's self-evaluation document, the school improvement plan, governing body minutes and information relating to current pupils' progress.
- Inspectors looked at the 297 responses to Ofsted's online questionnaire, Parent View. Inspectors analysed the 58 responses to Ofsted's online questionnaire for staff and the 95 responses to Ofsted's online questionnaire for pupils.

## Inspection team

Darren Stewart, lead inspector	Her Majesty's Inspector
John McNally	Ofsted Inspector
Janet Gabanski	Ofsted Inspector
Jim McGrath	Ofsted Inspector
Rajinder Harrison	Ofsted Inspector
George Gilmore	Ofsted Inspector
Peter Cole	Ofsted Inspector

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