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Mr B. Davies  
Headteacher  
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Dear Mr Davies,

## **SPECIAL MEASURES: MONITORING INSPECTION OF BRIDLINGTON SCHOOL SPORTS COLLEGE**

### **Introduction**

Following my visit with Keith Brammer, Andrew Henderson, Peter McKay and Mary Sewell, Additional Inspectors, to your school on 21 and 22 June 2006 I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the fourth monitoring inspection since the school became subject to special measures in February 2005.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior managers, other key staff, groups of pupils, the chair of governors and representatives from the local authority.

### **Context**

Since the last monitoring visit the new management structure, agreed by governors in December 2005, has been implemented. Work to re-wire the school buildings and install trunking for computer hardware has recently begun. This project is due for completion over the summer.

## **Achievement and standards**

Recently introduced systems to assess the pupils' attainment and track their progress have given teachers a better picture of the achievement of individuals and groups. Pupils at risk of underachieving against their target grade can be more easily identified and appropriate support allocated. The school reports that the most recent assessment information indicates that they are on track to meet their targets in the 2006 National Curriculum tests and examinations. Teachers have access to assessment information for their groups but the majority do not use this to inform lesson planning which successfully meets the learning needs of all the pupils. Consequently the proportion of lessons in which pupils make good progress is not high enough to have a significant impact on standards. Insufficient focus on developing the pupils' basic skills is a barrier to the further raising of standards.

Progress on the areas for improvement identified by the inspection in February 2005:

- raise standards of achievement by tackling root causes, rather than allocating blame – adequate progress.

## **Personal development and well-being**

Behaviour is improving as a result of the implementation of the new 'Relationships for Learning' initiative. Around the school behaviour is satisfactory and pupils say that there are now fewer disruptions to their learning in lessons. Behaviour was satisfactory or better in 36 out of 37 lessons and good or better in 24. The school reports the high number of exclusions is partly due to the new 'zero tolerance' approach to unacceptable behaviour and the school's records show that exclusions are now beginning to fall after an initial rise when the policy was first introduced. However, over a third of those excluded are pupils in Year 9.

Attendance has improved since the last visit because of more rigorous systems for recording, monitoring, tracking and rewarding it. In Years 12 and 13, attendance figures are now close to the national average. In spite of the improvements, the overall percentage for attendance in Years 7 to 11 remains below average. This is exacerbated by the poor attendance figures in Year 9. Rates of unauthorised absence in Years 9 and 11 are high and have risen during the period since the last monitoring visit.

Progress on the areas for improvement identified by the inspection in February 2005:

- manage pupils' behaviour positively and consistently so that standards rise and exclusions are significantly reduced – adequate progress
- improve sixth form students' attendance - adequate progress.

## Quality of provision

The quality of teaching was at least satisfactory in 34 of the 37 lessons observed. It was good in approaching half, and one outstanding lesson was seen. Three lessons were inadequate. This represents some improvement since the last inspection. The reduction in the proportion of lessons that were less than satisfactory is testimony to the school's concerted efforts to raise its standards. However, teaching quality remains too variable. Improvements in the pupils' progress in lessons lag behind those seen in teaching. Considerable effort has been put into evaluating the quality of teaching and in providing coaching and support for those who need it. An extensive programme of lesson observations carried out by senior leaders has provided a secure view of the overall quality of teaching and the capabilities of individual teachers. Newly appointed directors of learning are taking active responsibility for the quality of teaching in their areas.

The use of assessment is improving. Teachers are gaining confidence in using assessment information to set targets and raise pupils' expectations. However, not enough use is made of this information in planning lessons. As a result, work is not sufficiently matched to the full range of pupils' needs and abilities. Consequently progress in lessons is more often satisfactory than good. The good examples of using assessment to assist learning seen, for example, in history, physical education, and design and technology are not shared widely enough. A clear and consistent framework for planning and teaching lessons is now established. Improved behaviour in lessons has considerably reduced the frequency of interruptions to learning. The school recognises the need to focus more sharply on the promotion of improved learning to raise standards further.

Progress has been slow in ensuring that the curriculum meets statutory requirements. Provision to deliver the entitlement to information and communication technology (ICT) for all pupils in Years 10 and 11 is established. Religious education is planned for all sixth-form students from September. Plans to meet requirements for the teaching and assessment of citizenship are more complex and at an earlier stage of preparation. Progress has been hindered by the lack of a co-ordinator to take full responsibility for the development and implementation of the subject. The citizenship module to be included in the programme for personal, social and health education has yet to be written. The development of the curriculum for Years 7 to 9 does not at present benefit from a coherent strategic overview of how best to provide those subjects crucial to pupils' personal development and their acquisition of basic skills. A 'learning to learn' course is to be introduced to Year 7 but overall the curriculum in Key Stage 3 does not provide well enough for those pupils in need of additional learning support. By contrast, development of the curriculum for Years 10 and 11 shows a clear sense of purpose and provides well for the needs of pupils of different abilities and aspirations. There has been little effective monitoring of assemblies or form time to check whether opportunities for reflection and spiritual understanding are offered.

Support for pupils who have a statement of special educational need and for those who have personal and social problems is good. There are good links with other professionals, and pupils who are at risk of being alienated or disaffected are offered an alternative curriculum. The provision for pupils who are excluded from the

timetable is good and provides suitable opportunities for emotional development. However, the way in which underachieving pupils and those with learning difficulties and/or disabilities are identified and supported is not effective.

Progress on the areas for improvement identified by the inspection in February 2005:

- improve teaching, ensuring that teachers' high expectations foster a culture of learning, success and celebration to inspire all pupils to want to come to school and do well – adequate progress
- ensure pupils and students have their full entitlement in ICT, citizenship and religious education and have a daily act of collective worship – inadequate progress.

### **Leadership and management**

Following a period of inertia between the second and third monitoring visits, some improvement is now evident in the quality of teaching and learning. A consistency in classroom practice is emerging; this includes the application of the new behaviour policy. Work on the development of systems to assess and track pupils' progress has moved on considerably. The new deputy headteacher and other senior staff are effectively leading a wide range of initiatives and training to improve teaching and learning throughout the school. As a result, staff understand that improving teaching and learning is the key priority for the school and is central to raising standards. A more robust evaluation of some of the strategies intended to raise standards has enabled the school to establish a clearer view of the impact of this work.

After some delay the new management structure, agreed by governors in December 2005, is now established. The new posts of directors of learning have strengthened management at the middle level. The directors are rising well to the challenge of their new roles and responsibilities. They report feeling empowered to drive the improvement agenda in their areas and a sense of common purpose is emerging within this group. New line-management arrangements have improved accountability of middle managers through regular meetings conducted to a common agenda and linked to development plans for each learning area. However, at the most senior level the school still lacks the clear strategic direction and sense of urgency which are vital if key areas of work are to be pulled together into a coherent framework through which to raise standards for all pupils. The lack of rigour in challenging unsatisfactory performance has contributed to the generally slow pace of school improvement. Consultation on proposed changes to times of the school day is ongoing; arrangements for September have yet to be finalised. The school acknowledges the need to review the whole-school approach to support for underachieving pupils and vulnerable groups, and to developing the basic skills of all pupils. The generous staffing is not used as cost-effectively as it could be in adding value to the pupils' learning. Governing body minutes show a misunderstanding about procedures for, and outcomes of, monitoring visits as a result of inaccurate information contained within the headteacher's report.

Progress on the areas for improvement identified by the inspection in February 2005:

- ensure that all required policies and procedures are in place and implemented consistently – adequate progress
- ensure that managers keep track of performance rigorously, focus sharply on priorities and take speedy and effective action to deal with the weaknesses – inadequate progress.

### **External support**

The local authority continues to provide a range of consultants and advisers in consultation with the school. The records of visits by external consultants show this input has been wide ranging and frequent. However, records of visits are variable in quality and usefulness. Some do not indicate actions for the next stage or the impact of the work done on previous visits. A consultant residency planned for the week of 19 June was cancelled because of the monitoring visit. The local authority has not observed teaching since the last monitoring visit.

### **Main Judgements**

Progress since being subject to special measures – inadequate.

Progress since previous monitoring inspection – adequate.

Newly qualified teachers may not be appointed.

### **Priorities for further improvement**

- Link individual initiatives into a coherent framework through better strategic leadership and management.
- Make more effective use of assessment information to plan lessons which better meet the pupils' learning needs.
- In Year 9, reduce exclusion and raise attendance.
- Review the way in which the school promotes the development of basic skills and provides learning support.

I am copying this letter to the Secretary of State, the chair of governors and the Director of Lifelong Learning for the East Riding of Yorkshire.

Yours sincerely

Cathy Kirby  
**H M Inspector**