



# Ryedale School

## Inspection Report

**Unique Reference Number** 121665  
**Local Authority** North Yorkshire  
**Inspection number** 292196  
**Inspection dates** 31 January –1 February 2007  
**Reporting inspector** Angela Headon HMI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Gale Lane
<b>School category</b>	Community		Nawton, York
<b>Age range of pupils</b>	11–16		North Yorkshire YO62 7SL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01439 771665
<b>Number on roll (school)</b>	593	<b>Fax number</b>	01439 770969
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms S Balf
		<b>Headteacher</b>	Mr G Jenkinson
<b>Date of previous school inspection</b>	3 December 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	31 January –1 February 2007	292196

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Ryedale School is a smaller than average size secondary school serving a mainly rural community, situated to the north of York. The number of students with learning difficulties and/or disabilities is well below the national average, as is the number of students eligible for free school meals. The majority of students are from a White British background. The school was awarded specialist status in performing arts in 2004. It also has Leading Edge status and has recently achieved the Healthy School standard.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with some outstanding features. Parents are overwhelmingly supportive of the quality of education it offers. Many wrote with glowing comments, for example, 'The school has a talent for bringing out the best in its students. It turns out well-rounded caring young adults who are well equipped to play their part in the community'. Students themselves are generally enthusiastic and hard working. Their exemplary behaviour and attitudes contribute significantly to their learning and they are excellent ambassadors for the school.

Ryedale is a vibrant school, with lots to interest and engage students. The school's specialist status and collaborative vocational curriculum have given all students the opportunity to access a range of courses and develop their personal skills. This is complemented by an extensive range of extra-curricular activities, which are very well attended. Achievement at all levels within the school is celebrated and there is a successful record of improvement in academic performance. The good care and support given to students ensures that all students feel valued.

Standards at both key stages are consistently high and students at all levels make good progress. Progress in science is outstanding. Students with learning difficulties and/or disabilities receive good support and achieve as well as their peers. The school's focus on the development of teaching and learning, through Leading Edge status, is reflected in the good practice throughout the school. The school recognises the abilities of all its students and sets challenging targets. To improve further, the school is refining its development of assessment in lessons. This has yet to be fully effective in involving students and helping them to understand how they can improve.

Leadership and management are outstanding at all levels. The headteacher provides highly focused yet supportive leadership. The school knows itself well and has excellent self-evaluation procedures. Monitoring systems are robust and there is a strong emphasis on carefully evaluating new developments against their impact on students' learning, achievement and personal development. This is a school where standards are high and there is no room for complacency. The school works in excellent and productive partnership with other schools and organisations. Specialist status has been very effective in broadening and improving outcomes across the curriculum and enhancing links with the community. The school provides very good value for money and, in the light of the outstanding leadership, the school's capacity to improve is excellent.

### **What the school should do to improve further**

- Build on expertise within the school to ensure students are clear about the progress they make in lessons.

## **Achievement and standards**

### **Grade: 2**

Students' attainment on entry to the school is broadly average, with attainment on entry above average in Years 9 and 10. During their time at school, students make good progress, as indicated by their above average attainment at Key Stages 3 and 4. Progress in science is outstanding in both key stages.

In 2005, standards in both key stages were consistently high, overall, in Key Stage 4 and in science and mathematics at Key Stage 3. The 2006 results show an improving trend in both key stages. Three out of four students gained five or more GCSE grades at C or above. The school sets challenging targets for students of all ability levels. It has carefully considered and implemented a range of intervention strategies to support specific curriculum areas and groups of students in raising standards further. Students with learning difficulties and/or disabilities make good progress and achieve well.

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

### **Grade: 2**

Students' personal development and well-being are good. Students respond positively to the school's high expectations of behaviour and responsibility; this is reflected in their excellent attitudes and relationships with adults and their peers. Older students, who act as prefects and peer mentors, feel they have a duty of care towards younger students. Students feel safe in school and engage in safe working practices. Students' spiritual and cultural development is good. In a number of subjects, such as drama, dance and religious education, students confidently explore beliefs and express themselves well: the school works hard to raise students' awareness of cultural diversity.

Students are confident and willing to participate in all aspects of school life. They make an active and positive contribution to the wider community. Examples include charitable work, fundraising activities, such as 'Farmyard for Africa', and music, dance and drama performances. Within the school's own community, the school council gives students a 'student voice' which is both heard and acted upon. Students have a very good appreciation of their own well-being, which is reflected in the school's recent achievement of the Healthy Schools Award. Levels of participation in performing arts and sporting activities are high and students take full advantage of the healthy food options available.

Students enjoy school and attendance is generally good, although the impact of adverse weather and the school's rural location has affected attendance figures.

'Enterprise days', collaborative vocational courses and a focus on achievement ensure students are well prepared for their future economic well being.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. There is a well-established positive climate for learning across the school, with good relationships. Expectations are high and students arrive at lessons expecting to learn. They also enjoy their work most of the time, as teachers seek inventive and varied ways of developing new skills and ideas.

Teachers have thorough subject knowledge and plan lessons carefully. They adapt the work to ensure that students who face barriers to learning are able to make good progress. Resources are used well to support activities in lessons and cater for different learning styles. In the best lessons, teachers base their expectations on students' prior attainment. They prompt, challenge and question students to stretch their thinking wherever possible. At the end of each lesson, the students' progress is assessed. This information is shared with students. They, in turn, have opportunities to evaluate their own and other students' work to establish a clear understanding of how to improve. This allows them to work independently and make good progress. This best practice is not consistently applied across all subjects, however.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. In addition to what is normally expected, there are substantial benefits from the school's status as a performing arts school. Results in the creative subjects have been sustained at high levels. Students' personal development and self-esteem are enhanced by high quality experiences in lessons and extra-curricular activities. The school also provides good support for partner schools across the full range of creative activities. Additional collaboration with local secondary schools has supported the development of a good range of off-site vocational courses, which meet local needs and help to ensure that almost all students can progress into further learning or employment when they leave school. Beyond the taught curriculum, there is a wide range of established extra-curricular activities. Students make very good use of these opportunities.

### Care, guidance and support

#### Grade: 2

Care, guidance and support for students are good. Teachers know their students well. There are good links with local primary schools and a comprehensive induction programme which ensures that students feel safe, secure and confident from the day they start school. Effective procedures are in place to identify students with learning difficulties and/or disabilities and, as a result, they receive good support in lessons and are fully included in all aspects of school life. The use of the alternative learning centre is particularly effective at giving additional support to the most vulnerable students and those at risk.

The progress of students at all stages is carefully monitored and tracking systems are used to identify underachieving students, who then receive appropriate intervention. Arrangements for safeguarding students are firmly in place and regularly reviewed.

Students receive good information and guidance on curriculum pathways and future education and career options.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding at all levels. The headteacher, supported very effectively by his senior and middle leaders, provides a strong lead in the drive to raise standards and enables everyone to play their part. Staff promote the school's vision and are committed to providing students with a high-quality learning experience. Self-evaluation is well considered and accurate.

There are rigorous systems in place to monitor and evaluate the work of students and teachers. As a result, teaching and learning methods and the curriculum are regularly reviewed and adapted to meet changing requirements. Assessment for learning is currently a key area of development and, although there is much good practice, this is not yet fully and consistently embedded.

The school has benefited from collaborating and networking with an extensive range of providers. Leading Edge status has been particularly effective in developing classroom practice. The school's specialist status and its focus on transferable skills has improved attainment and enjoyment and is making a very good impact with local primary schools and the wider community.

The areas for development identified in the last report have all been addressed successfully. Governors are active partners in the school's general development and their areas of specific expertise, for example, learning difficulties and/or disabilities and curriculum, are well used. The school is skilled at managing resources, particularly staffing and working to address accommodation issues within the school. The school is very well placed to make further improvements.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Following our visit to inspect your school, we would like to thank you for talking with us in interviews, around the school and in lessons. This proved very helpful.

Here is a summary of our main findings, which I hope will be of interest to you.

- Yours is a good school, which is very well led and managed.
- Overall, you progress well and achieve very good examination results.
- Your behaviour and attitudes to learning are excellent.
- You enjoy school, feel safe and know who to go to if you have problems.
- Teaching is good and you appreciate the efforts of staff.
- The curriculum is good and is well matched to your needs and interests. It includes a range of extra-curricular activities which you enjoy, particularly performing arts and sport.
- You receive good care, support and guidance which you and your parents/carers value.

So that you continue to do well, we have asked the school to ensure that, in every lesson, you always know how well you are doing and what you need to do to improve further.

We hope you continue to enjoy your time at the school and wish you well in the future.