

Bridlington School Sports College

Inspection report

Unique Reference Number	118111
Local Authority	East Riding of Yorkshire
Inspection number	299856
Inspection dates	28 February –1 March 2007
Reporting inspector	Cathryn Kirby HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Number on roll	
School	1021
6th form	106
Appropriate authority	The governing body
Chair	
Headteacher	Mr John Wilson
Date of previous school inspection	1 February 2005
School address	Bessingby Road Bridlington YO16 4QU
Telephone number	01262 672593
Fax number	01262 672593

Age group	11–18
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Introduction

When Bridlington School Sports College was inspected in February 2005, it was judged to require special measures because it was failing to give its students an acceptable standard of education. Her Majesty's inspectors of Schools (HMI) subsequently visited the school on five occasions to monitor its progress. The school was inspected in February 2007 by one of Her Majesty's inspectors and three Additional Inspectors.

Description of the school

Bridlington School Sports College is a larger than average community secondary school. The surrounding area has levels of socio-economic deprivation that are slightly higher than average. A greater proportion of students enter or leave the school at points other than Years 7 and 11 than is the case in most schools. Around one third of students have learning difficulties and/or disabilities and the proportion with a statement of special educational need is above average. Few students are from minority ethnic backgrounds or speak English as an additional language. The school has been awarded specialist status in sport. In January 2007 the governing body was replaced by an interim executive board (IEB) and an acting headteacher took up post, initially for two terms.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that this school no longer requires special measures. Nevertheless, in accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the students' achievement and standards.

Achievement and standards are inadequate in English across the school, and for boys in particular at Key Stage 4. This is closely linked to teaching in this subject where too many lessons are inadequate and too few are good enough to raise standards. Insufficient attention to developing literacy skills, in a school where a third of the students have learning difficulties, has been a significant barrier to raising standards.

The recent appointment of an acting headteacher has provided the school with a much-needed strategic direction. His incisive leadership and effective communication have brought a coherence and clarity to improvement work. The school now has the capacity to improve from a stable platform. The hard work of staff, a feature of the school throughout its time in special measures, is now being channelled towards commonly understood priorities. Senior and middle managers and teaching staff have been inspired and given the confidence to drive the agenda for improvement more rapidly. Morale has improved significantly. Senior leaders' view of the school's strengths and weaknesses is broadly in line with that of inspectors; self-evaluation has informed future priorities well. These priorities are encapsulated in the new school development plan. However, this is very recent and many of the proposals have just been, or are yet to be, implemented. It is too soon to assess their impact. The school is committed to inclusion and a review of learning support for students with learning difficulties and/or disabilities has identified the need for restructuring this provision to ensure that their needs are fully met.

Achievement and standards show considerable variability between subjects. Standards in mathematics are broadly average, which represents good progress relative to the students' attainment on entry to the school. However, standards in English are well below average and many students do not make the progress that they should in this core subject. The school is aware of the need to develop the students' literacy skills across the curriculum and a recent review of English provision has informed proposals to restructure the arrangements for leadership and management. Provision and outcomes for students in the sixth form are satisfactory. Numbers entering the sixth form are rising and retention rates are good.

The quality of teaching and learning overall is satisfactory and has improved since the last inspection. Improvements in teaching and learning have been sustained during recent monitoring visits although much variability remains within and between subject teams. The school is aware of the need to share the good and better practice which exists and is taking increasingly decisive action to eliminate weaknesses. The specialist status in sport is linked to the good outcomes for students' in GCSE physical education; the good and better teaching in this department contributes positively to a coaching programme to support weaker teachers. Close links with industry and local organisations and participation in a strong combined cadet force programme ensure that students make a positive contribution to the community. However, generally low levels of literacy handicap the future economic well-being of some. Parents are broadly satisfied

with the standard of education that their children receive, although of those who responded to the questionnaire, a significant minority expressed concern about the standard of behaviour. Inspectors found behaviour to be never less than satisfactory and usually good where teaching was good. Students were polite and courteous to visitors.

Attendance has gradually improved over the past three years but it remains below average in spite of the school's continued efforts. The number of exclusions has decreased considerably since the previous inspection.

Marked improvements in the overall quality of provision since the last inspection have gone some way to enabling students to make up lost ground. Nevertheless, in view of the large budget deficit, inadequate achievement in English and the school's acknowledgement of the shortcomings of the management and effectiveness of learning support, the school provides inadequate value for money. Senior managers are not complacent and recognise that further improvement is needed if students are to achieve the standards of which they are capable in all subjects. The school is well placed to make the further improvements necessary.

Effectiveness and efficiency of the sixth form

Grade: 3

Students make satisfactory progress and reach average standards by the end of Year 13. Some subjects, for example, mathematics, music, product design and sports studies do consistently well at A2 level. However, in 2006, results in English at AS level were significantly below average, continuing the trend seen in the previous key stages. Attitudes to learning have improved recently. Teaching is satisfactory and relationships in lessons are cordial. The recent introduction of compulsory study periods and a tightening up of the use of the sixth-form leisure facilities during lesson times have had a positive effect, by providing more opportunities for independent learning. Students make a good contribution to the life of the school, for example, providing mentoring to Year 11 students and helping Year 7 students with their reading. Attendance and punctuality have improved of late and are now in line with the rest of the school. The school recognises the need to broaden the type of course it offers post-16. Students appreciate the high quality care, guidance and support they receive in the sixth form, particularly from the head of the sixth form and individual tutors.

What the school should do to improve further

- Raise standards and achievement particularly in English and for boys in Key stage 4.
- Make more effective use of staffing and resources to support students with learning difficulties and disabilities and those who are underachieving to improve outcomes for these students.
- Share the good and better classroom practice in a more systematic way to ensure consistency between and within departments, to improve the proportion of good lessons and to eliminate unsatisfactory teaching.
- Ensure that the actions within the recently revised school development plan translate into improved outcomes for students.

Achievement and standards

Grade: 4

Grade for sixth form: 3

Overall students enter and leave the school with standards which are below average. However, this broad picture masks significant differences in the progress of groups of students and

between subjects. Relative to their attainment on entry, students make good progress in mathematics and by the end of Key Stage 4 standards are broadly average. However, standards in English declined at both key stages between 2005 and 2006 and too many students made inadequate progress, particularly boys in Key Stage 4. This trend continues in the sixth form, where students do not make the expected progress in AS English. This marked variability in students' achievement in core subjects is linked closely to the differences in the quality of teaching they receive. In English students make good progress in too few lessons and inadequate progress in too many. The school is aware of these shortcomings and of the need to support the development of literacy skills more widely across the curriculum.

Personal development and well-being

Grade: 3

Grade for sixth form: 3

The majority of students enjoy coming to school. Attitudes to learning are becoming more positive and many students participate in a good range of extra-curricular activities, especially in sport and the combined cadet force. Behaviour is satisfactory overall and is often good where teaching is good. A new policy has been introduced to further improve behaviour by ensuring that coherent, well-understood procedures are in place and expectations are higher. Younger students say that they are made welcome and they appreciate the peer-mentoring system which helps them settle quickly. Spiritual, moral, social and cultural development is satisfactory. Moral and social development is stressed and there is a growing recognition of the need for students to have regular and varied experiences of cultural, ethnic and religious diversity. Students feel safe in school and know who they should approach if they need advice. They appreciate the way in which diet and physical activity contribute to a healthy lifestyle and learn about related issues, including alcohol abuse and drugs awareness. However, the positive impact of the healthy eating options and range of sporting activities at the school is counteracted by the ready availability of fast food on the opposite side of the busy dual carriageway. Students contribute to a range of local and national charities. They are proud to represent their school, especially in sport, and appreciate it when their views are listened to and acted upon through the year councils.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 3

The quality of teaching has improved markedly since the last inspection and this improvement has been sustained during recent monitoring visits. A small proportion of lessons is outstanding but a similar proportion is inadequate. This improvement in the quality of teaching has not yet had time to have a strong impact on students' standards and achievement. The school now monitors teaching and learning carefully, knows where its strengths lie and is taking action to eliminate inconsistency. A successful programme of coaching is helping to support weaker teachers and improve their skills. Most lessons are well structured and teaching is knowledgeable. In the best lessons work is challenging and the pace is brisk. In a minority of lessons, the pace of learning is slower because teachers' introductions are too lengthy, or there is a lack of planning for different groups of students. Some students and parents have concerns about low-level disruption slowing the pace of learning in several subjects. Teachers now have access

to a comprehensive range of assessment data and are making better use of this to plan future learning. Most students understand the targets set for them in the subjects that they study. The school is aware that the classroom assistants, who support their learning, are not being used as effectively as they could be and their deployment is now under review.

Curriculum and other activities

Grade: 3

Grade for sixth form: 3

In Key Stage 4 the curriculum is well matched to students' needs, providing clear progression routes to post-16 provision. The school has focused its efforts on providing a greater choice of vocational courses. Provision for information and communication technology, which was inadequate at the last inspection, has improved and is now satisfactory. Links with other institutions, such as other local schools and colleges, provide work-related courses which students value and in which many achieve well, for example, in engineering, construction and child care. A strong enterprise programme in all years ensures that students develop skills vital in the workplace, such as the ability to lead and to collaborate. The school has recognised that the deployment of teaching assistants could be more effective and more in-class support is being provided rather than students being withdrawn from lessons. The first evaluation of the 'learning to learn' programme in Year 7 suggests that this course has raised students' confidence in their ability to become successful learners. The curriculum does not provide enough support to ensure students' basic literacy skills are high enough.

Care, guidance and support

Grade: 3

Grade for sixth form: 2

The school is committed to inclusion. The acting headteacher plans to restructure provision for students with disabilities and learning difficulties to ensure that their needs are better met. Whilst there is some sound practice in teachers' use of assessment to plan lessons which enable all students to make good progress, this is inconsistent. Not all students know exactly what they have to do to improve their work. The work of tutors and pastoral leaders is supplemented by very good links with a wide range of external social care services. Close liaison with primary feeder schools ensures a smooth induction into Year 7 and students receive good advice from Connexions when choosing optional subjects at the end of Years 9 and 11, college and university courses, and employment. Risk assessments are undertaken; procedures for child protection are thorough, clear and well understood by staff and students.

Leadership and management

Grade: 3

Grade for sixth form: 3

The effective leadership of the acting headteacher, in post for half a term, has given managers at all levels a clearer understanding of what they need to do to build further on the improvements since the last inspection. He has united and inspired staff to believe in themselves following a period of uncertainty and inertia. He has identified weaknesses in the management of key areas of the school's work and has been expeditious in establishing plans to address these. Actions

intended to further raise standards, increase the proportion of good lessons, improve attendance and outcomes for students with learning difficulties and/or disabilities are included in the school's development plan. The plan effectively consolidates and prioritises a number of improvement initiatives. However, many of these actions have been implemented very recently or have yet to happen and it is too soon to judge their impact. The replacement of the governing body by an IEB has provided a greater degree of support and challenge to the school's senior leaders. Members of the board and senior school staff are working together to drive improvement at a more rapid pace.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	4	3
The standards ¹ reached by learners	4	3
How well learners make progress, taking account of any significant variations between groups of learners	4	3
How well learners with learning difficulties and disabilities make progress	4	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	3
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	3	
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	3	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
How well are learners cared for, guided and supported?	3	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	Yes	

Text from letter to pupils explaining the findings of the inspection

Bridlington School Sports College

Bessingby Road

Bridlington

YO16 3QU

28 February 2007

Dear Students

Congratulations!

Your school has improved so much in the last two years that it no longer requires special measures!

A number of things have got better, including: teaching, learning, behaviour, attendance in the sixth form and ICT provision. Your teachers have worked very hard to make this happen. Many of you have contributed too, especially through your improved behaviour and attendance and attitudes to learning. Your college has become a much more pleasant place to be.

Mr Wilson has made a big difference in a short time, by helping senior staff and teachers to prioritise the work that still needs to be done to make further improvements. Inspectors still have some concerns about standards in English and your literacy skills (including writing, spelling and speaking). We think that many of you have the ability to do better in these areas of work which are so important for your future. So, we have asked school to build on the positive work already done and improve BSSC even more by:

- improving how well you achieve in English
- providing more effective support for those of you who find some aspects of learning difficult
- improving the quality of teaching further, so even more lessons are good and outstanding
- checking that all the work school plans to do to help you succeed really does make a difference

You can play your part by attending regularly, trying your best in all lessons and continuing to behave respectfully to teachers, each other and visitors to your school. We look forward to coming back in twelve months to see how you have been getting on.

Best wishes.

Yours sincerely

Cathy Kirby

Her Majesty's Inspector of Schools