

Bridlington School Sports College

Inspection report

Unique Reference Number	118111
Local Authority	East Riding of Yorkshire
Inspection number	319251
Inspection dates	25–26 June 2008
Reporting inspector	Judith Straw

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	1060
6th form	100
Appropriate authority	The governing body
Chair	Mr David Baldock
Headteacher	Mr John Wilson
Date of previous school inspection	1 March 2007
School address	Bessingby Road Bridlington YO16 4QU
Telephone number	01262 672593
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Age group	11-18
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Bridlington School Sports College is a slightly larger than average secondary school.

The school serves an area with considerable levels of social deprivation. The proportion of students with learning difficulties and/or disabilities is well above average and the proportion with statements of special educational need is more than double the national average. Very few students are from minority ethnic backgrounds or are at an early stage of learning English. The proportion of students entering or leaving the school other than at the usual times is above average.

The school has benefited from specialist sports college status since 2002. The school was awarded the Sports Partnership Mark in 2007 and Artsmark in May 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13(5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

The school was given a notice to improve at its last inspection in March 2007. The areas for improvement identified were the standards and achievement of students, particularly in English and for boys at Key Stage 4, the quality of teaching, the support given to students with learning difficulties and/or disabilities and those who were under-achieving and measuring the impact of actions taken to improve outcomes for students.

Achievement and standards and the quality of teaching have shown significant improvement. Better systems are in place to support all students and the school now rigorously monitors the effectiveness of the actions taken.

This is now a satisfactory school with many aspects of its work good. Under strong and effective leadership the school has tackled its previous weaknesses and made good progress since the last visit by inspectors in December 2007. Leaders at all levels are rigorously monitoring the effectiveness of measures taken and are ambitious for further improvement. There is a common sense of purpose among all staff towards tackling underachievement and driving the school forward. The school has been particularly effective in improving the behaviour of students, which is now good, as a result of clear expectations and easily understood rewards and sanctions. Both teachers and students are unanimous in recognising the difference this has made to learning. Classroom teaching and learning are good although marking is inconsistent and does not always offer enough guidance to students on how to improve their work. The majority of parents who responded to the questionnaire praised the school and the way in which their children were making progress in a happy and secure environment.

As a result of strategies put in place, students are making improving progress on all fronts, are encouraged to raise their view of what they are capable of and are developing into confident young people. Standards are rising and during the inspection most students were making good progress. However, there is a long legacy of under-achievement to overcome. The much improved English department is raising standards and students are now making satisfactory progress in English, but not enough is being done to improve levels of literacy across other subjects. Progress is good in mathematics and science. Standards overall remain below average and achievement overall is satisfactory but with an increasing proportion of students achieving well.

Pupils' personal development is satisfactory overall with many aspects being good. Many older students state that the school has changed a lot and say, for example, that 'the atmosphere is more happy now'. Students respond well to the school's encouragement to adopt a healthy lifestyle. They report that bullying is minimal and dealt with effectively. Students contribute well to the local and wider community and regularly raise money for good causes. Most students say they enjoy school but attendance remains below average and fell slightly in the current academic year.

The curriculum is good. Specialist college status has had a positive impact on sports and other subjects including science, modern foreign languages, performing arts, drama and music. Disaffected students are targeted with intensive support from external partnerships and sport-related activities to re-engage them and prepare them for successful transition to alternative provision when this is appropriate. The school provides good pastoral care and satisfactory

guidance for students. Students say they feel safe and there are many adults they can turn to if they need help. The school works very effectively to support students at risk and works well with external agencies. The support base for students with learning difficulties and/or disabilities is effective in helping them to grow in confidence and make progress. Teachers set targets with students but do not always give them enough help on how to achieve them.

Effectiveness of the sixth form

Grade: 2

Provision in the sixth form is good. Standards have risen in recent years and are in line with national averages, and students achieve well. Teaching and learning are good. Students describe teaching as 'diverse and interesting'. Students say that they receive good support and guidance in their work and in planning for the future. Most students complete their courses and a high proportion goes on to university or other forms of higher education. The sixth form offers a curriculum of mainly traditional GCE A-level courses. The school is currently negotiating a partnership with another provider to offer a wider range of vocational courses. Numerous enrichment opportunities are provided so that students receive a broad and balanced education.

Students' personal development is good. They enjoy their education, contribute very well to the school and wider communities and appreciate the opportunities they receive. Attendance has improved and is broadly average. The sixth form is well led and managed. There is a clear agenda for continued improvement and a good balance of support and challenge.

What the school should do to improve further

- Improve literacy across the school.
- Improve the academic guidance offered to students.
- Develop the wide range of strategies already in place to improve attendance and raise awareness of the value of education among students and parents.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Grade for sixth form: 2

Students enter the school with standards which are below and sometimes well below the national average. By the end of Year 11, although standards are below average, students have made satisfactory progress and an increasing proportion of students make good progress. Progress is slowest in English, where the school is working hard to eliminate a legacy of under-achievement and low levels of literacy, and best in mathematics where students make consistently good progress. The current Year 11 cohort of students is making good progress in reaching challenging targets in science, dance, French, geography, physical education and technology. The school has met achievement targets for its specialist status. Subjects where progress is more limited are art, drama, history, and media studies. The school is gradually succeeding in raising the attainment of boys in Key Stage 4.

Progress in Key Stage 3 is satisfactory and standards are rising. The progress of boys is accelerating in both English and mathematics. A new strategy to raise standards in literacy across the school has yet to have an impact on standards overall. Provision has improved for

students with learning difficulties and/or disabilities who are supported so that their progress is satisfactory and in some cases good.

Personal development and well-being

Grade: 3

Grade for sixth form: 2

The personal development of students is satisfactory. The spiritual, social and moral development of students is good and the school is a welcoming place where relationships are warm and friendly. However, the opportunities that students have to learn about other cultures are limited therefore their understanding is underdeveloped.

Most students feel that school is a safe place and they are aware of the measures that contribute to this. There are high levels of concentration and enjoyment in many lessons. Many students speak appreciatively of their enjoyment of school and the opportunities it offers. However, despite a substantial, rigorous and sustained effort by the school, attendance remains below average and is unsatisfactory. Many parents continue to take students on holiday in term time. Behaviour has improved since the time of the previous inspection and is now good. Older students say that this improvement is due to better supervision and new procedures. Students have a good understanding of what constitutes a healthy lifestyle and they are well supported through many opportunities for physical activities. They learn about a balanced diet and, although some older students still leave school at lunchtime to buy fast food, one pupil said that, 'lots of people we know now buy pasta salads more and more'.

Students' contribution to both the school and wider communities is good. Despite the fact that standards of literacy are below average, students develop many skills across a wide range of activities and experiences which make a satisfactory contribution to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Grade for sixth form: 2

Lessons are clearly focused on the impact of teaching so that good learning takes place in the large majority of lessons. Most learners make good progress in lessons, because they have good attitudes to learning and are well engaged by the tasks set for them. They participate in reviewing their own work and are becoming more accurate in assessing how well they are doing. In the best lessons, excellent subject knowledge and good use of assessment and performance data leads to work that is carefully tailored to ensure all pupils can make progress. This good practice is being shared through mentoring and coaching to ensure even more lessons are good or better. Some subjects have reviewed and changed the syllabus they use in order to ensure teaching engages boys who were underperforming and this is having a positive impact so that boys now make better progress. Guidance through marking is inconsistent. Helpful comments in books ensure some students know what they need to do to improve further but this good practice is not used across all departments. Pupils with moderate learning difficulties and with behavioural issues are well supported in lessons by the teaching assistants so that they can make the progress they are capable of and lessons are not disrupted. Good relationships with

adults help the pupils to make the most of the opportunities available to them. As students reported, 'They teach you the way you want to learn'.

Curriculum and other activities

Grade: 2

Grade for sixth form: 2

The curriculum is good and is now responsive to the individual needs of learners. A wide range of work-related learning experiences and enterprise activities create effective links throughout all years to the world of work. An increasing number of vocational courses is available and progression routes post-16 are clear. A large majority of students continue in the sixth form or further education. Vulnerable students successfully access the curriculum through extensive support provided by teaching assistants, many of whom are linked specifically to subject areas and are involved in supporting the planning for learning. Most of these students are currently making satisfactory progress with good progress evident in the new BTEC sport studies course. The school's specialism for sport has been beneficial in improving teaching, learning and achievement across the school. A full programme of extra-curricular activities, including a combined cadet force involving over 140 students, enriches learning and contributes to their enjoyment and achievement. There is insufficient development of literacy skills across the curriculum.

Care, guidance and support

Grade: 3

Grade for sixth form: 2

The quality of pastoral care and support provided for students is good, but academic guidance is satisfactory. Students feel safe and say that any bullying is dealt with effectively by staff. Systems for child protection and safeguarding meet requirements and effective health and safety procedures are in place.

Year 6 pupils are well prepared for transition to Bridlington School through visits involving 'taster lessons' and interviews with key staff so that they approach secondary schooling with confidence and enthusiasm. Careers advice is effective in helping students to make informed choices about their future. For example, Year 11 students can join with Year 12 classes to sample sixth form lessons. Vulnerable pupils are identified early and good provision is made for them through the support of teaching assistants and a wide range of external agencies. Looked-after children are effectively supported by a member of staff with specific responsibility for them.

Academic guidance is satisfactory. Students know their targets in some subject areas such as physical education and design technology, and they have a clear idea of how to improve but this is inconsistent. There is a lack of detailed helpful marking in many subject areas. As a result, students do not receive the guidance they need to help them to improve.

Leadership and management

Grade: 2

Grade for sixth form: 2

Leadership and management are good, having successfully identified the majority of the most important issues and put in place training and development to ensure that standards rise. In particular they have worked hard to improve teaching and learning in the classroom, making good use of the support available. Changes made to the curriculum have provided better courses to engage disaffected students and those in danger of underachievement. The specialism of the school has allowed the development of further strong leadership which has had a positive impact on ensuring that all areas benefit from the sports focus. Middle management is now good. A senior leader commented, 'previously staff managed their departments, now they lead them'. However, there is as yet no whole school approach to developing literacy skills across the curriculum. During a period of considerable change and upheaval, the interim executive board and current shadow governing body have provided the school with good governance which has enabled the school to make the progress it needs to. They have taken a good, active and critical role in moving the school forward and will appoint a permanent governing body in December. Financial management is sound and the school provides satisfactory value for money. Based on the impact of what has already been achieved, there is good capacity to improve.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	2	2
The capacity to make any necessary improvements	2	2

Achievement and standards

How well do learners achieve?	3	2
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	2
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	2
The extent of learners' spiritual, moral, social and cultural development	3	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	2	
The attendance of learners	4	
The behaviour of learners	2	
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?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
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?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
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?	No	

Text from letter to pupils explaining the findings of the inspection

27 June 2008

Dear Students

Inspection of Bridlington School Sports College, East Riding of Yorkshire, YO16 4QU

Thank you for making us welcome and talking to us so openly when we visited your school this week. You told us that your school has improved very much over the last two years and that you increasingly enjoy school and feel you are making better progress.

We agree with you that the school is improving steadily, that it provides a satisfactory quality of education overall and that some aspects of its work are now good. Test and examination results improved last year and we found evidence that many of you are now making good progress, especially in mathematics, and that you are doing better in English.

Everyone agrees that behaviour has improved and is now good. You told us that you enjoy lessons much more and that teachers make learning interesting by planning many different activities. The school cares for you and gives you a good choice of interesting courses and extra-curricular activities. Being a specialist sport's college has brought real benefits to the school and wider community and has given you the opportunity to develop leadership as well as sporting skills. Students who need extra help receive it and are able to make satisfactory progress.

Most of you told us that you think the leaders of the school are doing a good job in ensuring that the school improves and we agree with you.

There are some things that can be improved further. The first is to really concentrate on improving your reading, writing, spelling, speaking and listening so that your basic literacy skills improve in all subjects. Secondly, we have suggested that when your work is marked you receive better advice on how to improve it, and finally it is very important that you attend school regularly.

Overall we think you can be satisfied that you are at a school which is working hard to improve your education. You must make sure you do your best for the school by attending regularly. We are confident that the school will continue to improve and we wish you well in the future.

Yours sincerely

Judith Straw

Lead inspector