

George Pindar School

Moor Lane, Eastfield, Scarborough, North Yorkshire , YO11 3LW

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not yet good because too many students do not make as much progress as they could.
- Teaching overall requires improvement because too much fails to motivate or inspire students.
- Across subjects, there are often missed opportunities for students to improve their reading and writing skills.
- Students are sometimes unclear of what they are doing in lessons and what it is they must do to be successful.
- Many new systems have been introduced to improve teaching and raise achievement. However, many are still too new to have had a positive effect. Leadership and management, therefore, are not yet good.
- Members of the governing body do not yet have sufficient skills to challenge school leaders rigorously on the quality and consistency of teaching and accelerating students' progress.

The school has the following strengths

- Students behave well and politely towards each other and adults. They feel safe and secure in school.
- Physical education is taught consistently well and there are pockets of outstanding teaching across the school.
- Attendance has improved rapidly and is now average.
- Students in Year 7 and 8 who entered the school with weak reading skills are making good progress as a result of a highly cohesive programme to support them.
- The improved curriculum is now providing a more suitable range of learning opportunities for students of different abilities.
- The support given to students whose circumstances may make them vulnerable is of high quality.

Information about this inspection

- Inspectors observed teaching in 42 part lessons taught by 40 teachers of which three were joint observations with members of the senior leadership team.
- Inspectors spoke to four members of the governing body, a representative from the local authority, staff and students from the school.
- A range of documents was scrutinised, including information relating to teachers' performance, minutes of governing body meetings, monitoring and evaluation records and the tracking of students' progress.
- Inspectors analysed the 27 responses to the online questionnaire, Parent View completed by parents.

Inspection team

Rob Jones, Lead inspector	Additional Inspector
Steven Goldsmith	Additional Inspector
John Townsley	Additional Inspector
Sophie Gillies	Additional Inspector

Full report

Information about this school

- This is smaller than the average sized secondary school. The roll has fallen significantly since the previous inspection in line with changes in the local population.
- An above average proportion of students is eligible for the pupil premium, which provides additional funding for those students in local authority care and for students known to be eligible for free school meals and children from service families.
- The proportion of students with special educational needs and supported through school action is below average.
- The proportion of students supported through school action plus with a statement of special educational needs is average.
- Most students are of White British heritage.
- At the time of the inspection, four students were accessing courses provided by the external agencies, Headway and Yorkshire Coast College.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the consistency and quality of teaching and raise achievement further so that they become at least good by ensuring:
 - teachers use data more sharply so that the work students are set matches their different abilities with more precision and especially challenges the higher ability
 - marking and feedback gives students precise information of how they should improve their work
 - every opportunity is taken for students to improve their literacy skills, including their vocabulary across subjects
 - that lessons are always active, engaging and exciting and do not rely on students completing repetitive tasks and worksheets, particularly in mathematics.
- Improve leadership and management at all levels so they become at least good by ensuring:
 - that leaders concentrate on improving all students' progress, particularly in mathematics, as well as making sure as many as possible reach a grade C at GCSE
 - that development plans are sharply focused on how teaching should be improved
 - that wider opportunities are available for teachers to learn from the examples of outstanding teaching that currently exist in the school.
- Improve the skills of members of the governing body so they are better able to :
 - challenge school leaders on how teachers' pay is related to the quality of teaching
 - hold the school closely to account on how the pupil premium is being spent and the impact of its spending
 - understand data to ask searching questions and challenge school leaders on how they are raising achievement in the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- In 2012, an average proportion of students obtained five or more good GCSE grades including English and mathematics. Three years ago, it was well below average, so attainment in this measure has increased rapidly. However, this masks the fact that across the ability range, students are not making as much progress as they could.
- This situation has arisen because for several years, school leaders at all levels have been concentrating their efforts to ensure students who are at the C/D borderline are given support and extra teaching to boost their performance. Inevitably, this means that this group of students makes proportionately more progress than their peers.
- In English, it is mainly those of lower and high ability who make less progress than the middle ability students. Inspection evidence indicates that particularly the high ability students are on track to make better progress than they did in 2011 and 2012.
- In mathematics, there is a similar picture, although the outlook for higher ability students for the coming year is not quite as positive as it is in English.
- In 2012, disabled students and those who have special educational needs make slow progress in English and mathematics. This is because they did not have their literacy needs well addressed when they were younger. However, a well-thought-out programme is now having a positive impact on students' reading skills in Year 7 and 8 which is boosting their progress well.
- The school monitors its use of the pupil premium. The funding provided from the catch-up programme is being used to good effect to boost students' reading abilities in Year 7 and Year 8 and to provide additional staffing to support this programme.
- In 2012, there was a GCSE grade gap of one and one quarter grades in English and one grade in mathematics between those who were and were not eligible for the pupil premium funding.
- Early entry for examinations previously had a detrimental effect on students' progress, particularly in the proportion reaching the highest grades. This practice has now been stopped and all students are now take examinations at the end of Year 11.
- Those few students who access courses off the school site make as much progress as their peers and receive appropriate support for their needs on an individual basis.

The quality of teaching

requires improvement

- The quality of teaching across the school varies widely in quality between inadequate and outstanding. A wide range of quality can sometimes be found within one department. The key issue that is preventing the quality of teaching overall from rising to good, therefore, is its inconsistency across the school.
- Data are not used well enough to make sure that the work that teachers set matches students' different abilities. Sometimes all students are given the same work to do, which inevitably means that some find it too difficult and others too easy. Over time, this has led to high ability students underachieving since the work they receive is sometimes unchallenging and they finish it quickly.
- The feedback that students receive on their work does not generally pinpoint precisely what they should do to improve it. Sometimes comments are vague or there is no opportunity for students to read and respond to the feedback that is given.
- Across subjects, there are missed opportunities for students to practise and apply their literacy skills. This means that their sentences are sometimes too simple or their use of subject specific vocabulary is not as good as it could be.
- In less successful lessons, tasks are repetitive and fail to excite or enthuse students. In the weaker mathematics lessons, inspectors observed lessons that required students to complete repetitive worksheets. This had the effect of demotivating them and not making them excited in learning mathematics.

- Inspectors observed consecutive lessons with the same students where they appeared bored and were unchallenged in one lesson and then became alive and enthusiastic and learned well in the next. This illustrates well the wide variation in the quality of teaching that has nothing to do with the type of students in the lesson, but everything to do with the quality of teaching.
- Stronger teaching was observed by inspectors in physical education, where all teaching is at least good. Some is inspirational, such as in one rounders lesson where the teacher's excellent subject knowledge helped students to learn new vocabulary and speak in full sentences as they enthusiastically gave each other advice and support. The teacher used checklists so students could make sure their work was of the highest quality and students were constantly questioned and probed for better answers that stretched all abilities.

The behaviour and safety of pupils are good

- Inspectors were impressed with students' behaviour during the inspection and school records indicate that behaviour has improved over the past few years with fewer exclusions and fewer removals from lessons required on a daily basis.
- The school manages well the behaviour of students who present very challenging behaviour as a result of their disabilities or their social circumstances. There are good examples of how these students' behaviour has improved over time.
- Students say they feel safe from any threats of bullying. They say that while it sometimes does happen, that there is always somebody they can turn to if the need arises.
- Through high quality assemblies and workshops that have been provided by the school and external agencies, they show a particularly good understanding of how to stay safe on the internet and how to avoid risky behaviour relating to sex, drugs and alcohol.
- Attendance has improved at an impressive rate from a well below average point two years ago. Attendance is now average and the proportion of students who are persistently absent has reduced greatly. This reflects the fact that the curriculum is becoming more relevant to students and they feel safer in school than they did before.

The leadership and management requires improvement

- Systems to set more challenging targets, improve teaching and raise achievement are too new to have had a sustained, positive effect to date. This means that while there are early signs of success, leadership and management are not yet at the stage where they are good.
- Senior leaders are now aware that to raise achievement, it is necessary to focus firmly on improving all students' rates of progress, irrespective of their starting points. However, development plans and some subject leaders still predominately focus on ensuring as many students as possible reach a grade C to the detriment of other students of different abilities
- School development plans, including documents completed by subject leaders, are overlong and tend not to focus firmly on how teaching should be improved. This means that there is a lack of sharpness in identifying the key things the school should do to share the pockets of outstanding practice that currently exist and making sure teaching is all at least good.
- Improvements in the curriculum have led to a wider choice for all abilities in Key Stage 4 and a more suitable curriculum for those who find learning most difficult.
- The school has particular strengths in how it supports the significant proportion of students whose circumstances potentially make them vulnerable. Many are at risk of permanent exclusion but have been successfully involved in school through in school support and good use of external agencies.
- Improved tracking of students' progress and a curriculum that now meets students' needs means that the school now promotes equality of opportunity effectively.
- The local authority has supported the school recently on improving attendance and on a complete overhaul of the curriculum so that it better meets students' needs.

■ The governance of the school:

- The governing body has challenged the school over the years to raise achievement, and has been successful in improving attainment in terms of the proportion of students leaving school with five or more good GCSE grades including English and mathematics. This has ensured these students are better prepared for the next stage of their education. However, the governing body is not yet fully challenging school leaders to improve rates of progress for all because its members have an incomplete understanding of school data. The spending of the pupil premium is not rigorously checked by governors and this has led to inconsistencies in its impact from year to year. Its members are aware of how school leaders check on the quality of teaching, but do not yet challenge the school rigorously on how teachers' pay is related to their teaching ability.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121674
Local authority	North Yorkshire
Inspection number	412870

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	700
Appropriate authority	The governing body
Chair	Lisa Remmer
Headteacher	John Senior
Date of previous school inspection	16 June 2010
Telephone number	01723 582194
Fax number	01723 583110
Email address	admin@gps.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

