

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

**T:** 0300 123 1231  
Textphone: 0161 618 8524  
enquiries@ofsted.gov.uk  
www.ofsted.gov.uk

27 November 2015

Mr John Senior  
George Pindar School  
Moor Lane  
Eastfield  
Scarborough  
North Yorkshire  
YO11 3LW

Dear Mr Senior

### **Requires improvement: monitoring inspection visit to George Pindar School**

Following my visit to your school on 10 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2015. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school. The school should take further action to:

- strengthen the school improvement plan so that it:
  - focuses more sharply on the actions needed to improve teachers' practice
  - identifies clear timescales for these actions
  - includes measurable, step-by-step targets for improvement
  - specifies how and when progress towards these targets will be monitored and reviewed.

## **Evidence**

During the inspection, meetings were held with you, senior and middle leaders, the Chair and Vice Chair of the Governing Body and representatives of the local authority to discuss the actions taken since the last inspection. I examined school documents and evaluated the school's improvement plan. I visited classes with senior leaders, had discussions with pupils and examined the work in their books and folders.

## **Main findings**

The headteacher and senior leaders are not tackling the weaknesses identified at the last section 5 inspection swiftly enough and improvement has been too slow.

The school's improvement plan is not focused sharply enough on the actions needed to improve teachers' practice. Too many actions lack clear timescales and the plan does not include measurable, step-by-step targets. It does not specify how and when progress towards targets will be monitored and reviewed, so leaders and governors cannot keep a close eye on whether improvement is fast enough.

Senior and middle leaders are checking teachers' work more frequently, for example, by observing pupils' learning in lessons and examining the work in their books. However, this work does not have the depth required to identify precisely where improvement is needed and areas for improvement are not always tackled robustly or with the necessary urgency.

Pupils have responded positively to the school's higher expectations and more consistent use of rewards and sanctions. Lessons are calm and orderly and incidents of low-level disruptive behaviour are infrequent. However, pupils quickly lose concentration when work is not well matched to their interests or levels of ability. As a result, their learning and progress are held back. Many pupils still lack the confidence and skills needed to learn well and make faster progress. Too often, pupils are not helped to develop or improve these skills because teachers do not always expect them to participate fully in lessons.

Governors have an accurate view of the school's effectiveness and fully understand that the pace of improvement needs to quicken. Governors have recently formed a school improvement group which meets regularly to check the work of the school. Nevertheless, the drive and urgency needed to get the school to good are not evident enough in the actions of governors, the headteacher or senior leaders.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

Governors, the headteacher and senior leaders value the support they receive from the local authority. Local authority reports provide helpful advice and give an objective view of the school's effectiveness. Nevertheless, the actions of the local authority are having too little impact on the school's improvement. Similarly, although partnerships have been brokered with other schools in the region, more needs to be done to secure much-needed external support for mathematics and science.

I am copying this letter to the Chair of the Governing Body, the Corporate Director of Children and Young People's Services for North Yorkshire County Council.

Yours sincerely

Nick Whittaker  
**Her Majesty's Inspector**