

Howden School and Technology College

Inspection report

Unique Reference Number	118084
Local Authority	East Riding of Yorkshire
Inspection number	339136
Inspection dates	9–10 June 2010
Reporting inspector	Tanya Harber Stuart 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
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	826
Of which, number on roll in the sixth form	15
Appropriate authority	The governing body
Chair	Ms Pat Sidwell
Headteacher	Mr Andrew Williams
Date of previous school inspection	12 September 2006
School address	Derwent Road Howden Goole DN14 7AL
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspection team observed 32 lessons taught by 31 teachers. Inspectors met with groups of students, members of staff, governors, the School Improvement Partner and staff from the local authority. They observed the school's work, and looked at a range of school documentation including reports from the local authority and School Improvement Partner, planning documentation, documentation relating to safeguarding and records of students' progress and attainment. In reaching their judgements, inspectors took into account the views of 139 parents and carers, in addition to those of the 53 staff and 144 students expressed in their questionnaires.

- whether all students in the school make at least satisfactory progress in all subjects
- the extent to which teaching challenges the students, meets their needs and interests, and enables them to make at least satisfactory progress
- the effectiveness of the provision for students with special educational needs and/or disabilities
- the contribution made by leaders and managers at all levels, including governors, to school improvement
- the effectiveness of procedures to safeguard students.

Information about the school

Howden School and Technology College is smaller than the average secondary school with a very small sixth form, run in consortium with a local school. The vast majority of students are of White British heritage and very few students speak English as an additional language. The proportion of students who have special educational needs and/or disabilities is smaller than average. The proportion of students with a statement of special educational needs is slightly above the national average. The school has specialist status in technology with the specialist subjects being technology, science and mathematics. The school also holds the Healthy Schools award. In September 2009, the school became part of the 'Gaining Ground' initiative which is designed to improve progress in 'coasting schools.'

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

In 2009, the proportion of students attaining five A* to C grades at GCSE, including English and mathematics, was broadly average. There is evidence that students' attainment in the present Year 11 will reach similar levels. Students in Year 11 are making better progress than other students in the school as a result of the short-term intervention strategies put in place to improve their achievement. However, over the past three years, students have made inadequate progress between Year 7 and Year 11. In addition, students are making inadequate progress in too many lessons because teaching, which was good at the last inspection, is now inadequate.

The use of assessment data to plan lessons which meet the needs and interests of all the students is inadequate. The curriculum has been recently reviewed and is satisfactory.

Students' behaviour is satisfactory in the corridors and social areas of the school at break and lunch times. However, behaviour overall is inadequate because, in too many lessons, too much time is wasted. Students find the level of challenge in the work set either too difficult or too easy resulting in them engaging in low-level disruption.

The robustness of policies, procedures and systems to ensure safeguarding is inadequate. Students do not always feel safe in school. Some students experience and report bullying, but do not always feel their concerns are taken seriously enough by adults. Parents and carers raised similar concerns in their responses to the inspection questionnaire. The care, guidance and support the school gives its students are inadequate.

Overall leadership and management are inadequate, as is the capacity to improve. Senior leaders and governors are aware of most of the weaknesses in provision. However, school improvement plans, while identifying appropriate actions, have not been implemented effectively. Consequently, they have not had the impact required to improve outcomes. Since the last inspection, the school has not made the progress which would be reasonably expected to improve the quality of teaching and to ensure that the students make at least satisfactory progress. As a result, value for money is inadequate.

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What does the school need to do to improve further?

- Ensure that all students, regardless of their academic ability, make at least satisfactory progress, by:
 - - improving the use of assessment so that all students are provided with activities which are challenging and meet their needs and interests
 - - focusing on eradicating low-level disruptive behaviour in lessons through developing teaching so that all is at least satisfactory and the majority is good.
- Develop leadership and management at all levels by ensuring that monitoring results in actions which are clear and have a positive impact in sustaining improved outcomes for students.
- Improve the robustness of safeguarding policies, procedures and systems so that:
 - - monitoring is rigorous and effective
 - - actions taken are followed through and their impact is recorded
 - - all students feel safe.

Outcomes for individuals and groups of pupils

4

Over the past three years, given their starting points, students have made significantly less progress than would be expected. In the core subjects of English and mathematics, students' progress has been inadequate; in particular, many of the students who are capable of achieving the highest grades in mathematics do not do so. In the school's specialist subjects, students met their targets in technology but not in mathematics or science. Students with special educational needs and/or disabilities also make inadequate progress. Although the current Year 11 students are making better progress at Key Stage 4 than previous cohorts, too much weak teaching means their overall progress remains inadequate. In some lessons, students, and in particular more-able students, are not challenged to achieve the higher levels. This is because all the students are asked to complete the same work and it does not allow them to develop in their learning. The school is over-reliant on short-term intervention strategies in Year 11 to improve students' achievement and raise their attainment rather than implementing longer-term, sustainable improvements in teaching.

Students' behaviour overall is inadequate. Although exclusions have fallen and behaviour is satisfactory in social areas and at break and lunch times, low-level disruption inhibits learning in too many lessons. Students do not feel safe in school because the procedures and systems to keep them safe are not rigorously implemented. Attendance has risen to above average. Students are aware of the need to adopt healthy lifestyles and a large number participate in extra-curricular activities, such as sport and the 'rock challenge'. While the school council appreciates the role it has, feels that it is listened to and is able to influence decisions, other students reported that their concerns are not always taken seriously.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	4
Pupils' behaviour	4
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The teachers' inadequate use of assessment data to plan lessons and activities which meet individual learning needs means that, in far too many lessons, all students are asked to complete the same work. Therefore, some students are not challenged and others are unable to cope with the work set. In these lessons, the students respond by engaging in low-level disruptive behaviour which slows the pace of the lessons and inhibits learning further. In too many lessons, teachers' expectations of what the students can do are too low and there is a lack of pace and challenge. Additional adults in these lessons are more often used to help control students' behaviour than to support their learning.

In the better lessons, there is a brisk pace and a range of activities which engage and motivate the students. Good quality questioning involving the whole class, which allows students to discuss and reflect on their work, is also a key feature. Teachers' good subject knowledge and enthusiasm help to convey a sense of enjoyment and enthusiasm and, as a result, students make good progress in such lessons. For example, in a music lesson students worked in a team to produce a piece of music. The teacher ensured that the students were appropriately challenged by altering the parts they played and regularly checking on their progress.

The curriculum at Key Stage 4 has recently been reviewed and is satisfactory.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

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Partnerships have positively enhanced the curriculum. At Key Stage 3, cross- curricular projects help to develop students' personal learning and thinking skills, and give opportunities to study topics, such as homelessness, which support the students' moral development.

Overall the care, guidance and support provided by the school are inadequate. This is primarily because the school does not ensure that students feel safe. The school tracks students' progress and provides satisfactory guidance and information to students and to their parents and carers when they are making decisions about curriculum, career and education options. In particular, students appreciated the support they received when making the move from primary school into Year 7.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

Senior leaders and managers are aware of most of the school's weaknesses; however, they have an over-optimistic view of the effectiveness of some of the core aspects of the school's work. Established monitoring procedures are inconsistently applied. As a result, the actions taken do not always lead to improved outcomes for students. This is particularly so in terms of improving the quality of teaching and increasing the rate of students' progress.

Since the last inspection, the leaders and managers have taken effective action to tackle some areas, including the reduction of students' absence, but have not demonstrated the capacity needed to drive, sustain and secure the necessary improvement. Teaching quality has declined considerably. Senior staff have not managed to eradicate inadequate behaviour. Neither have they taken a robust stance in responding to students' concerns about bullying and the impact this has on their feeling of well-being. The policies, procedures and systems to ensure that the students feel safe in the school are inadequate. They are neither robust enough nor are they systematically reviewed. This has not been challenged or understood by the governing body. As a consequence, governance is inadequate despite the support of the governing body in dealing with other areas of weakness. Governors attend meetings concerning the 'gaining ground' project and are aware of the inadequate progress the students make and the strategies in place to improve the outcomes for students.

The promotion of equality of opportunity is satisfactory. The school has drawn on information about students' preferences and progress to identify where curriculum

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changes and academic support are needed. Two examples which have led to improvement in outcomes are the opportunity for girls and boys to study engineering and hairdressing, and the support for students in Year 11.

The promotion of community cohesion is satisfactory. There is a set of planned actions and there is evidence of progress being made, particularly in terms of the development of partnerships with the community. Although some parents expressed concerns about the engagement the school had with them, this was judged to be satisfactory overall.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Sixth form

The very small number of students make satisfactory progress and reach levels of attainment which are broadly in line with the national average. The students are able to access an appropriate range of courses due to the links with a partner school providing joint sixth form provision. During the time of inspection, sixth form students were on examination leave so it was not possible to observe any lessons. Insufficient evidence (IE) is therefore recorded below. The leadership and management of the sixth form are satisfactory. The leaders and managers know the strengths and weakness of the sixth form; well-considered plans are having a positive impact on outcomes for students.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	IE ²
Leadership and management of the sixth form	3

Views of parents and carers

Parents and carers were concerned about the amount of progress their children made at the school. Although the present Year 11 are making better progress than other students in the school, the inspection team endorsed these concerns and judged that the progress the students make during their time at the school is inadequate. Parents and carers were also concerned about the behaviour at the school and in particular bullying. The inspectors judged behaviour at the school to be inadequate because students misbehaved in too many lessons. This was primarily because of the inadequate teaching.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Howden School and Technology College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 146 completed questionnaires by the end of the on-site inspection. In total, there are 826 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	20	91	62	20	14	3	2
The school keeps my child safe	23	16	99	68	14	10	3	2
The school informs me about my child's progress	34	23	82	56	20	14	8	5
My child is making enough progress at this school	22	15	76	52	39	27	6	4
The teaching is good at this school	13	9	87	60	22	15	10	7
The school helps me to support my child's learning	11	8	85	58	34	23	7	5
The school helps my child to have a healthy lifestyle	16	11	92	63	23	16	7	5
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	12	89	61	15	10	6	4
The school meets my child's particular needs	21	14	85	58	24	16	6	4
The school deals effectively with unacceptable behaviour	18	12	59	40	36	25	23	16
The school takes account of my suggestions and concerns	18	12	79	54	24	16	11	8
The school is led and managed effectively	17	12	81	55	18	12	22	15
Overall, I am happy with my child's experience at this school	23	16	82	56	28	19	10	7

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 June 2010

Dear Students

Inspection of Howden School and Technology College, Goole, DN14 7AL

Thank you for welcoming the inspection team to your school recently. In particular, I would like to thank all of you who took the time to speak with us in meetings and around the school, and to those of you who completed a questionnaire and communicated with us through letters. All of these were very useful and enabled us to take your views into account.

The inspection raised many concerns, particularly about the amount of progress you make in lessons and during your time at the school. Although those of you in the sixth form and in Year 11 are making better progress, too many of you are not making the progress you should. When the activities in lessons do not challenge or engage you well enough, some of you drift off-task and this can disrupt learning. You told us you are concerned about your safety in school and we endorse this view.

To help your school improve we have asked the governors and leaders to:

- improve teaching so that in lessons you are provided with activities which challenge, motivate and engage you better
- ensure that people know the progress which you make in lessons and make sure that it is at least satisfactory
- ensure that systems and procedures designed to make you safe in school, make you feel safe.

We have judged your school to require 'special measures'. This means it will receive additional support to help it improve and inspectors will visit regularly to check on its progress. You can all play your part by continuing to attend school regularly and taking responsibility for your own behaviour so that your own learning and that of others is not disrupted.

I wish you all the best for the future.

Yours sincerely

Tanya Harber Stuart

Her Majesty's Inspector

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