

# Scalby School

## Inspection report

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<b>Unique Reference Number</b>	121677
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	344707
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	Angela M Headon HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	870
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Mr John Scoble
<b>Principal</b>	Mr Paul Tarn
<b>Date of previous school inspection</b>	November 2008
<b>School address</b>	Fieldstead Crescent Newby Scarborough North Yorkshire YO12 6TH
<b>Telephone number</b>	01723 362301
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<b>Email address</b>	admin@scalbyschool.org.uk

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<b>Age group</b>	11–16
<b>Inspection date(s)</b>	23–24 March 2010
<b>Inspection number</b>	344707

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 29 lessons and teachers, together with visits to mixed-age tutor groups; the majority of time was spent observing learning. They also held meetings with the Principal, senior and middle leaders, students, the Chair of the Interim Executive Board (IEB), the School Improvement Partner, the Chair and one member of the Parents' Consultative Group. Documents seen included those relating to safeguarding, teaching and learning, students' attainment and progress, the curriculum, the work of the IEB, school development planning and the school's self-evaluation. Inspectors also had the opportunity to briefly view the school's 'virtual learning environment' and a recent school performing arts production.

The inspection team reviewed many aspects of the school's work. It looked in detail at the areas for improvement from the previous inspection and also the following:

- the quality of provision, including the curriculum and also care, guidance and support
- wider student outcomes, attendance and the development of students' spiritual, moral, social and cultural development
- aspects of leadership, including promoting partnerships, engagement with parents and carers and promoting community cohesion
- the capacity of leaders to sustain improvement.

## Information about the school

Scalby School has specialist technology status and has achieved awards including Artsmark Silver, Sportsmark and the Financial Management Standard. Few students are from minority ethnic backgrounds and the proportion of students eligible for free school meals is broadly similar to the national average, as is the percentage of students with special educational needs and/or disabilities. The number within this latter group with a statement of special educational needs is below average.

At its previous inspection in November 2008, the school was judged to require special measures. Since then the school's work has been supported by a National Leader of Education (NLE), commissioned by the local authority. The present Principal, a member of the NLE team, was appointed in January 2009.

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Scalby School has improved very significantly since its previous inspection and now provides a good standard of education for its students. The quality of leadership and management has been strengthened at all levels and, as a result, the transformation in the provision and outcomes for students is striking. Improvements in the quality of teaching and students' behaviour, together with the introduction of an individual student tracking system and a more personalised curriculum have been key factors in ensuring the school's rapid progress.

Students now achieve well and attainment is rising quickly. In 2009, GCSE results for Year 11 students in key performance measures showed a significant increase. Most notably, the proportion of students attaining five or more A\* to C grades, including English and mathematics, was almost double the figure in 2008. The current picture indicates that students across the school are continuing to make good progress, with Year 11 attainment set to rise even further in 2010.

Students have positive attitudes to learning and to their school; their increasing enjoyment of school life is reflected in their improved attendance. Previous unsatisfactory behaviour has been tackled robustly and there is now a positive and purposeful learning ethos within the school. Staff's high expectations and students' good behaviour and heightened level of interest in lessons have been important contributory factors in securing better academic outcomes.

Students continue to contribute to their school and local community, particularly through their performing arts work. However, leaders are aware that there is more to do to evaluate the impact of the school's participation in the wider community and to develop students' understanding of diversity nationally and further afield. Students are well cared for and supported; regular monitoring of each student's progress enables the school to give both academic and personal support. The school fully recognises students' individual abilities and has introduced curricular provision to ensure that all are now able to secure suitable qualifications to help ensure their economic well-being.

Teaching has improved significantly and is now good overall. Students of all ages are benefiting from the school's continuing emphasis on improving classroom practice, through regular focused professional development. However, the school has high expectations and recognises the need to strengthen this area further in order to secure consistently high-quality teaching, and to ensure, in doing so, that more-able

students are fully challenged in all lessons.

The Principal, ably supported by a team of effective senior leaders, continues to provide strong purposeful leadership with a vision of continuous improvement. The school's work is systematically monitored and the Interim Executive Board (IEB) challenges the school's performance very effectively. This, together with measurable improvements in all areas highlighted at the previous inspection, shows the school has good capacity to sustain improvement.

### **What does the school need to do to improve further?**

- Maintain the focus on teaching and learning to increase the proportion of outstanding lessons and ensure that more-able students are consistently challenged in all lessons.
- Enable students to develop a greater understanding of the diversity within the wider community, by:
  - ensuring that they have the opportunity to work with students from different cultural backgrounds
  - providing more links with international communities.

### **Outcomes for individuals and groups of pupils**

<b>2</b>
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Students have good attitudes to learning and in discussion indicate that they enjoy coming to school. Their punctuality and above average attendance is testament to this. The school has worked hard to tackle previous poor behaviour and has introduced a well understood and effective system of sanctions and rewards. Students report that they feel safe in school and understand the importance of healthy lifestyles. This is evident in their take-up of healthy meal options and their involvement in extra-curricular activities. They willingly take on extra responsibilities and their work with communities is promoted well through the pledges system and student voice. Students' spiritual, moral, social and cultural development is satisfactory overall; students' cultural development is limited by their experiences.

In lessons, students are well informed about what they are expected to learn. They understand their target grades and benefit from clear information about how their work might be improved. Students now have many opportunities to participate in group and paired work, with interactive activities, ensuring higher levels of engagement and understanding.

From average starting points, students are now making good progress in their learning. The school's tracking data indicates that this is the case in all year groups. In 2009, the school's GCSE results were impressive when compared to the previous year, particularly the proportion of students who achieved five A\* to C grades including English and mathematics. Equally, the attainment of students across the wider curriculum in their best eight subjects improved very significantly from below to above average. Students with special educational needs and/or disabilities receive effective support in class and their progress overall is good. The school recognises, however, that not all more-able students are currently reaching their challenging

targets and is addressing this issue with a range of strategies.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The school's innovative and extensive curriculum is offered across all year groups and includes provision for students of all abilities. Key features are the two-year Key Stage 3 programme and a comprehensive range of subject options and qualifications, taught as mixed-aged classes at Key Stage 4. Students report that they, together with their parents and carers, are given good information on progression routes. Enrichment and extra-curricular activities, including performing arts and sports clubs, enhance further students' personal and academic development and are fully appreciated by students. The impact of technology status is increasing with a greater involvement on improving learning across the curriculum.

The school has worked tirelessly to improve the quality of teaching and the progress students make in lessons. Whole-school and targeted individual professional development has borne fruit and teaching overall across the school is now securely good. The most successful lessons are interesting, imaginative and engage students of all abilities well. Teachers encourage students to do their best with a variety of activities, using assessment information well to ensure the challenge is right for all students. The use of skilled targeted questioning to clarify and assess students' understanding is a key feature in these lessons. However, the school recognises that in some lessons, the work is not always sufficiently demanding to enable more-able students to reach the highest levels. The school continues to challenge satisfactory practice, while also aiming to increase further the proportion of outstanding lessons.

The school's tracking system is used to good effect to regularly identify students who

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

are at risk of underachieving. Carefully planned action and intervention is taken to ensure that students remain on track, with individual programmes evident. These systems also support the school's work in caring for its students. The support for learners, whose circumstances make them vulnerable or who have additional learning needs, is good and ensures that they are able to benefit from all the school has to offer. There are effective arrangements in place to ensure the transition from one phase of education to the next runs smoothly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Extensive action has taken place since the arrival of the current Principal. His very effective leadership has ensured that widespread changes particularly in teaching, assessment and leadership practice have been successfully implemented across the school. This work has secured significant improvements in students' achievements both academically and personally and, in turn, created an aspirational culture among staff and students.

At the same time, the capacity of leaders at all levels has been strengthened. Confident senior leaders now have the skills to assist the principal in providing strategic direction. Equally, middle leaders, through self-evaluation and improvement planning, are emerging as key drivers of improvement. The extended leadership team and staff are also fully aware of the part they play in sustaining improvement.

The school sets highly challenging targets for all students. Equality of opportunity is promoted across the school, with no significant difference in attainment evident between groups of students. Monitoring procedures, assessment systems and performance management arrangements are rigorous and well understood. Self-evaluation is accurate as is the school's view of the quality of teaching. As a result, the school is fully aware of its strengths and areas where further improvement is needed.

The school's engagement with parents and carers is satisfactory. Regular student reports, newsletters, questionnaires and a range of school events are encouraging more parents and carers to play a more active role in school life and students' learning. The Parents' Consultative Group is also continuing to promote involvement and communication between home and school. Partnerships arrangements with external agencies, primary schools, further education institutions and local businesses make a satisfactory contribution to the school's work.

Safeguarding procedures, including child protection, mandatory staff checks and risk

assessments are fully in place. The skilfully led IEB monitors all aspects of the school's work, including the areas for improvement from the previous inspection, together with staff changes and financial planning. This work has been thorough and rigorous.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Questionnaires for parents and carers are not distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**

29 March 2010



Dear Students

### **Inspection of Scalby School, Scarborough YO12 6TH**

Thank you, once again, for making us feel welcome during our recent visit to your school. We enjoyed speaking to you in lessons, meetings and during social times about your experiences; this proved extremely helpful.

You think that things are much better now, including behaviour, the quality of your lessons and your achievements. We agree. The school no longer requires any further monitoring visits because we are pleased to tell you that Scalby School is now providing you with a good standard of education. This is a summary of our findings, which we hope will be of interest to you.

- Very significant improvements have taken place at your school and you are now receiving a good standard of education.
- You make good progress with above average results in GCSE examinations.
- Staff provide good quality care, guidance and support and you feel safe in school.
- Teaching is good overall and continuing to improve further.
- Your behaviour is good and your attendance and punctuality have improved.

Although Scalby is a good school, we recognise that it wants to be even better. School leaders agreed with us on some of the ways in which the school could improve further. These are:

- to maintain the focus on teaching and learning and increase the proportion of outstanding lessons and also to ensure that more-able students are consistently challenged in all lessons
- to enable students to develop a greater understanding of the diversity within the wider community, by:
  - ensuring that they have the opportunity to work with students from different cultural backgrounds
  - providing more links with international communities.

We hope you continue to benefit fully from the opportunities that the school is now providing for you. We wish all of you every future success.

Yours sincerely  
Angela M Headon  
Her Majesty's Inspector

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