

# South Holderness Technology College

Station Road, Preston, Hull HU12 8UZ

## Inspection dates

14–15 June 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Inadequate</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Although there were some signs of improvement in key performance indicators at the end of key stage 4 in 2016 across the school, disadvantaged pupils and pupils who have special educational needs and/or disabilities make too little progress.
- The quality of teaching in key stages 3 and 4 is too inconsistent. Too often, teachers' expectations of what pupils should achieve are not high enough.
- The most able pupils are not sufficiently challenged. This limits the amount of progress they make.
- Leaders have not improved attendance since the last inspection. In particular, the attendance of disadvantaged pupils is lower than that of their peers.
- The governing body has not challenged leaders robustly enough to ensure that additional funding is being spent in the most appropriate way.
- Leaders recognise where weaknesses in performance are, but do not always know which strategies aimed at bringing about improvement are working and why. This is because there is insufficient checking of the impact of actions taken.

### The school has the following strengths

- The headteacher knows what needs to be done to ensure that teaching improves and pupils make better progress. She has the support of the staff, governors, pupils and the community.
- Some actions by leaders have had a positive impact on improving pupils' outcomes and behaviour.
- Pupils feel safe and are kept safe. There is very little bullying.
- Students in the sixth form achieve well. This is because of the effective teaching of courses that students want to study.
- The teaching of mathematics is stronger than that of English and science. As a result, pupils make much better progress in mathematics.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

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

- Improve the quality of teaching in key stages 3 and 4 so that all groups of pupils, especially the most able, the disadvantaged and those pupils who have special educational needs and/or disabilities, make at least good progress, by:
  - ensuring consistency in teaching within and between subjects
  - making sure that teachers use the assessment information available to them to plan lessons which stretch and challenge all pupils regardless of their academic ability
  - making sure that teachers help pupils to know what they need to do to improve
  - ensuring that teachers in all subjects help pupils to improve their literacy skills
  - raising teachers' expectations of what pupils can achieve.
- Improve the effectiveness of leadership and management at all levels, including governance, by:
  - regularly monitoring, evaluating and reviewing the actions taken, and strategies put in place, so that all know what is making a difference and why
  - spending additional funding on actions which have the biggest impact on improving the progress made by pupils supported by the funding
  - ensuring that governors challenge the leadership and management over strategic decisions.
- Improve the attendance of pupils, including students in the sixth form.

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

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have not ensured that pupils' progress has improved quickly enough. While leaders know which groups of pupils are still underperforming and actions to address underachievement are wide ranging, they do not check carefully whether the intended improvements have been secured. Similarly, the monitoring of teaching and learning does not take sufficient account of the impact of teaching on pupils' progress over time. As a result, significant inconsistencies exist within and across subjects in the planning and impact of teaching.
- Since her appointment in 2016, the headteacher has set about tackling the school's weaknesses with determination. From a low starting point in many respects, her vision has brought changes to the ethos of the school and established a 'no-excuses' culture. She knows what needs to be done and, with the support of other leaders, has started to secure improvements. Better pupil behaviour and attitudes to learning, some more positive pupils' outcomes in key stage 4 in 2016 and the increased effectiveness of 16 to 19 study programmes reflect the capacity of leaders to tackle remaining weaknesses.
- Heads of faculty are enthusiastic and want to enable pupils to make better progress. They are developing as a group in response to training and support and know the issues they need to address. Staff value the increased opportunities to share good practice and feel that there is a greater focus on teaching, learning and assessment. However, the work of faculty leaders is not fully effective in supporting rapid improvements in the quality of teaching and learning.
- The headteacher has identified aspects of the present curriculum to be improved and a new curriculum is in place for September 2017. The current curriculum, enhanced through assemblies, tutor time and extra-curricular activities such as trips and performances, allows pupils to develop their spiritual, moral, social and cultural knowledge and understanding effectively.
- The spending of the pupil premium funding and the funding for pupils who have special educational needs and/or disabilities has been ineffective. Disadvantaged pupils and pupils who have special educational needs and/or disabilities make too little progress. This is the case across key stage 3 and key stage 4. Furthermore, the Year 7 catch-up funding for English and mathematics has failed to result in improving progress for disadvantaged pupils and those who have special educational needs and/or disabilities.
- The reviews carried out by the local authority do not accurately reflect the position of the school. On the whole, they are too positive about the quality of teaching, learning and assessment and the impact of them on the progress made by pupils.
- Leaders ensure that pupils have access to independent careers advice and guidance so pupils are able to make suitable decisions regarding what they want to do when they leave South Holderness Technology College.

## Governance of the school

- Governors know which aspects of the school need to improve but have not challenged the leaders and managers about the effectiveness of actions to address weaknesses, for example whether the additional funding received for disadvantaged pupils, pupils who have special educational needs and/or disabilities and the Year 7 catch-up funding have been spent effectively.
- Governors are committed to the school and the education of the pupils. They are aware of the improvements in behaviour and attitudes of pupils, brought about by the new behaviour policy.

## Safeguarding

- The arrangements for safeguarding are effective.
- Staff are fully aware of what they need to do if they have any concerns about safeguarding. Regular training means that staff are kept up to date about safeguarding and their responsibility for it. Policies and procedures are in place and are used effectively.
- The school's effective links with outside agencies mean that referrals are made in a timely manner and are followed through as required. The school works well with parents to ensure helpful communication. This means that the most vulnerable pupils are kept safe and have access to the help they need.
- The checks made on staff before they start working at the school are in line with all requirements and a detailed record is kept.

## Quality of teaching, learning and assessment

## Inadequate

- Over time, in key stages 3 and 4, too many teachers have not had high enough expectations of what pupils can achieve. As a result, teaching over time has led to disadvantaged pupils and those pupils who have special educational needs and/or disabilities making too little progress.
- Teachers have available a wide range of information about pupils. However, this information is not always used to plan learning. Often, work does not challenge the most able pupils, and so they find it too easy. As a result, the most able are limited in the progress they can make.
- The quality of teachers' feedback to pupils is too inconsistent so pupils do not understand what they need to do to improve in some subjects.
- Subject teaching does not promote the development of pupils' literacy skills well enough, which hinders pupils' progress.
- There are considerable inconsistencies in the quality of teaching between faculties and within faculties. In English and science, over time, teaching has led to pupils not making enough progress. In mathematics, however, better teaching means that pupils are making better progress.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Teaching that does not challenge or interest pupils well enough results in complacency among pupils so they do not do their best work.
- There is a programme in place to develop pupils' spiritual, moral, social and cultural education and their understanding of British values. This programme gives pupils a basic understanding of how to get along in modern Britain.
- The records of incidents show that there is very little bullying, that follow-up records are kept and actions taken are followed through appropriately with the pupils concerned.
- Pupils know how to keep themselves safe when they are online. Pupils know whom they can speak to if they have concerns and are confident that issues raised will be followed through and dealt with.

### Behaviour

- The behaviour of pupils requires improvement.
- A slightly smaller proportion of pupils attend every day than at the time of the last inspection. The proportion of disadvantaged pupils who are persistently absent has improved, but this group of pupils is still less likely to attend school on a day-to-day basis than their peers. The proportion of pupils who have special educational needs and/or disabilities that are persistently absent has not decreased.
- In some lessons, pupils engage in low-level disruptive behaviour. This is usually when pupils are not successfully engaged by learning activities or do not know how to complete the work.
- The headteacher has implemented a comprehensive system of rewards and sanctions designed to improve behaviour and attitudes. This is well understood and valued by pupils, governors and staff. As a result, behaviour is improving.
- The strategies introduced to reduce the number of fixed-term exclusions are working. There are now fewer fixed-term exclusions; however, the proportion of disadvantaged pupils who are excluded is high compared with their peers.
- At break- and lunchtimes, the behaviour of the pupils is typically calm and sensible. They generally self-manage their behaviour but there is some boisterous, inappropriate behaviour outside.
- There are very small numbers of pupils attending alternative provision. Their behaviour, progress and attendance are monitored regularly. Their attendance has improved since they started going to alternative provision.

## Outcomes for pupils

## Inadequate

- In 2016, the overall progress made by disadvantaged pupils was weak. Their progress was in the bottom 10% of pupils nationally. The progress made by many pupils in English was poor, with disadvantaged pupils and pupils who have special educational needs and/or disabilities doing particularly badly. In science, all pupils, and in particular the disadvantaged pupils, made inadequate progress.
- Information provided by the school, corroborated by an extensive and detailed review of pupils' books, confirms that too many pupils, and in particular disadvantaged pupils and pupils who have special educational needs and/or disabilities, are still not making the progress they should.
- At key stage 3, disadvantaged pupils are making much less progress than their peers are in nearly all subjects. At key stage 4, the progress made is slightly better, but disadvantaged pupils still make less progress than their peers. Overall, the current progress made by disadvantaged pupils across the school is inadequate.
- Some pupils who have special educational needs and/or disabilities were, until September 2016, on a different curriculum to their peers. This curriculum severely limited the amount of progress these pupils could make and, as a result, over time, they have made inadequate progress.
- When pupils are absent, there is no consistent system in place to ensure that they catch up on the work they have missed. This is limiting the progress of pupils who are absent regularly, particular those who are disadvantaged and those pupils who have special educational needs and/or disabilities.
- The progress of the most able pupils is limited because teachers do not challenge them enough.
- In 2016, pupils made considerably more progress in mathematics than in their other subjects. In particular, girls' progress was strong.

## 16 to 19 study programmes

## Good

- Teachers use their good subject knowledge, including knowledge of the examination courses that students follow, and information about the prior attainment of students to plan lessons which ensure that over time, students make good progress.
- High expectations of students are clearly communicated. Teachers successfully address students' misconceptions. Files of students' work show that regardless of whether students are following an academic or vocational course, they are supported to make generally good progress.
- Relationships between staff and students are positive. Students are cared for well, both academically and emotionally. Links with external agencies enhance the school's work in this area.
- Students have a keen sense of the rights of others, and in particular those of different cultural backgrounds and sexual orientation. Students are respectful of each other and members of staff.

- Students are guided carefully to the most appropriate course when they start in the sixth form. Work experience and opportunities to work with the younger pupils, combined with guidance throughout their time in the sixth form about what they want to do next, mean that they are very well prepared to make the next steps in their lives. All students progress to further education, employment or training.
- Students who start the sixth form without GCSEs in English and/or mathematics at grades A\* to C are well supported to achieve the qualifications.
- Leadership and management of the sixth form quality assure, through regular checks, that the students receive the most appropriate teaching, guidance and curriculum opportunities.
- Attendance in the sixth form requires improvement. Not all students attend regularly. However, teachers ensure that when students return from an absence, they catch up with the work they have missed.

## School details

Unique reference number	118080
Local authority	East Riding of Yorkshire
Inspection number	10032002

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

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,425
Of which, number on roll in 16 to 19 study programmes	156
Appropriate authority	The governing body
Joint chairs	Mervyn King and Joan Richardson
Headteacher	Elizabeth Croft
Telephone number	01482 899315
Website	<a href="http://www.shtc.org.uk">www.shtc.org.uk</a>
Email address	<a href="mailto:office@shtc.org.uk">office@shtc.org.uk</a>
Date of previous inspection	19–20 May 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school uses Aspire and the Hub as alternative placements for a very small number of pupils.
- The headteacher took up post in January 2016.
- The school is being supported by the Humber Teaching School Alliance and the Healing Academy, as well as by East Riding of Yorkshire local authority.
- The school meets the government's current floor standards.



- This school is much larger than the average-sized secondary school.
- Almost all pupils are White British.
- The proportion of disadvantaged pupils supported by the pupil premium funding is below average.
- The proportion of pupils who have special educational needs and/or disabilities is slightly above average.

## Information about this inspection

- The inspection team observed learning in lessons across all year groups and a range of subjects. Some of these observations were carried out with members of the senior leadership team. The inspection team met with members of the senior leadership team, heads of faculty and progress leaders, representatives of the governing body, the local authority school improvement partner and another representative from the local authority. The inspection team spoke to pupils, both informally in lessons and at social times, and in formal meetings.
- Inspectors considered how much progress pupils are making through a very detailed and extensive review of work in books. In addition, pupils' books were looked at in lessons. An inspector also listened to pupils read.
- Inspectors considered documentation regarding the safety of pupils, the quality of teaching, records of reviews made by external partners, minutes from governing body meetings, records relating to pupils' behaviour and attendance, and information relating to pupils' achievement.
- The 124 responses to Parent View were considered. No pupils or staff completed the online questionnaire, but the school's documentation regarding these views was considered.

## Inspection team

Tanya Stuart, lead inspector	Her Majesty's Inspector
Gordon Watts	Ofsted Inspector
Rebekah Taylor	Ofsted Inspector
Mike Tull	Her Majesty's Inspector
Chris Campbell	Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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