

# Howden School and Technology College

## Inspection report

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<b>Unique Reference Number</b>	118084
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	366253
<b>Inspection dates</b>	20-21 September 2011
<b>Reporting inspector</b>	Bernard Campbell 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>	11-18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	693
Of which, number on roll in the sixth form	15
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sharon Carlill
<b>Headteacher</b>	Garry Garghan
<b>Date of previous school inspection</b>	9 June 2010
<b>School address</b>	Derwent Road Howden Goole DN14 7AL
<b>Telephone number</b>	01430 430870
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<b>Age group</b>	Error! Reference source not found.
<b>Inspection date(s)</b>	Error! Reference source not found.
<b>Inspection number</b>	366253

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed teaching and learning in 26 lessons taught by 26 teachers, and held meetings with school leaders, members of the governing body, staff, and groups of students. They observed the school's work, and looked at improvement plans, monitoring records and safeguarding documentation. They also took account of responses to surveys of staff, students and parents and carers carried out by the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress against the key issues for improvement identified at the last inspection.
- The extent to which students are making satisfactory progress in lessons and over the longer term.
- The quality of teaching and the extent of any low-level disruption to learning due to students' behaviour.
- How safe students feel.
- The effectiveness of leaders at all levels in bringing about and evaluating improvement.

## Information about the school

Howden School and Technology College is a smaller than average size secondary school. It has a very small sixth form that is run in consortium with another school. All sixth formers are taught at the other school. The proportion of students known to be eligible for free school meals is well below average. The proportion of students with special educational needs and/or disabilities is average, although the proportion with a statement of special needs is above average. Very few students are from ethnic minority groups. The school is led by a part-time executive headteacher from another school and an acting headteacher.

**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?**

**3**

**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. Over the last year, strong and skilful leadership by the acting headteacher and the executive headteacher have brought about significant and secure improvements in the life of the school, the quality of teaching and students' outcomes.

Students' achievement is satisfactory. The 2011 GCSE results were a significant improvement on the previous year and attainment is average. Performance improved in most subjects although a few inconsistencies remain. Results improved markedly in English, mathematics and science. Although students made much better progress in English and mathematics than in the previous year, a higher proportion than average still did not make their expected levels of progress. Students' learning in lessons is at least satisfactory and the progress they are making over time is accelerating. Behaviour is good around the school and it makes a positive contribution to learning in lessons. Above average levels of attendance have been sustained.

Teaching is satisfactory. Extensive training and support have improved the consistency and quality of teaching and the use of assessment. Students are now enjoying their lessons. In a few lessons, the challenge is not sufficiently precise. On occasion, teaching is not skilfully enough planned and delivered to ensure that all students are fully engaged and working at a good pace. The curriculum is satisfactory, with an increasingly wide choice of option subjects in Key Stage 4. The range of options does not yet fully meet the needs of all students.

The implementation of an effective behaviour and rewards policy has made a significant contribution to the improvement of teaching and the culture for learning. Good care, guidance and support have led to a dramatic fall in the rate of exclusions and far fewer students are sent out of lessons. The morale of staff and students has risen and is good. Students feel safe and are confident in staff at all levels. Students believe in the concept of 'Team Howden' and they are actively involved in contributing to the improvements that have been made in the life of the school.

The sixth form is satisfactory. Senior leaders have an accurate evaluation of the sixth form provision and they and the governing body are rightly planning to review the current arrangements.

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Leaders have made good progress in tackling the issues identified at the last inspection. Senior leaders have successfully tackled weaknesses in teaching and middle leadership, making good use of the expertise of external partners. Monitoring and evaluation are rigorous and leaders are analytical and self-critical. Middle leaders have started to take on increased responsibility for monitoring and evaluation but have yet to play a full part in driving improvement. Overall, the school has good capacity to continue its rapid improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise students' attainment and accelerate the progress they make:
  - so that the proportion of students making expected progress in GCSE English and mathematics meets or exceeds the national average in 2012
  - so that the proportion of students gaining at least grade C at GCSE in all subjects meets or exceeds the national average in 2012.
- Ensure that teaching is consistently good by: providing specific challenges; accurately meeting students' needs; and successfully engaging all students.
- Broaden the curriculum further to meet the needs and interests of more students.
- Further empower middle leaders to drive improvements in teaching and learning.
- Review and improve the arrangements for sixth form provision by autumn 2012.

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

**3**

Attainment on entry is broadly average. Attainment at GCSE was below average in 2010 but increased significantly in 2011. Ten per cent more students gained five GCSEs at grades A\*-C, including English and mathematics, than in the previous year. Although rates of progress improved markedly in English and mathematics, a higher proportion of students than average did not make the expected progress. Reliable assessment data for English, mathematics and science indicate that the current Year 11 students are making better progress towards a higher level of attainment in 2012.

The school's tracking and assessment data show that students are making improved progress in all years. This is the result of higher expectations, better teaching and more rigorous use of assessment. Students with special educational needs and/or disabilities make satisfactory progress overall. However, they made poor progress in GCSE English in 2011. Comparative data shows satisfactory progress in English by

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the current Year 11. Students in Year 7 who attended a one-to one support programme for literacy and numeracy made good progress. Highly effective support for a few students, whose circumstances make them vulnerable, has improved their behaviour and attendance and has enabled them to continue learning.

Students enjoy their work and they have positive attitudes to learning. They are co-operative, concentrate well and are keen to be actively involved. They are pleased that, since the introduction of a new behaviour and rewards policy at the beginning of 2011, they have been able to learn well, largely free from low-level disruptive behaviour. Students respond well to the clarity of direction provided by teachers' consistent use of learning objectives and by the regular feedback on how to improve. They enjoy the variety of learning activities and the extra opportunities after school. Their comments demonstrate pride and confidence in the school.

The School Senate is central to the day-to-day running of the school and many students voice their views and contribute to its work. A strong team of student mentors supports younger pupils and student sports leaders help out in local primary schools. Students demonstrate good healthy life styles through the high take-up of extra-curricular sport and leisure activities. The school has won an award for its nutritious food. Students' social and moral development is good but they lack opportunities to engage with people from different ethnic and religious backgrounds.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</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>

<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

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## How effective is the provision?

Teaching has improved and is satisfactory overall. There are examples of good and outstanding practice in Key Stages 3 and 4 and low level disruption by students has been reduced to a minimum, because students find their lessons more interesting and relationships are strong. In the best lessons, challenge is relentless, pace is rapid and students are fully engaged in their learning. In these lessons, students are given many opportunities to work in pairs and groups and to act as learning resources for each other. In a few lessons, the teaching is not focussed enough on the learning of specific skills. The pace is sometimes slower because the teaching does not activate and build on students' responses with sufficient skill. The assessment of skills is often used effectively to tailor the work to the learning needs of individuals and groups. In a majority of lessons, students assess their own work and that of their peers and are now more aware of what they need to do to improve their work and to reach their targets. However, the school recognises that the use of assessment to provide challenging learning is not fully effective in all lessons.

The Key Stage 4 curriculum provides a satisfactory range of courses to meet the diverse needs of students. For example, the foundation learning programme includes nationally-accredited courses in work skills and engineering. The introduction of triple science has been welcomed by those students planning to continue their study of these subjects at advanced level. However, the range of options does not fully meet the needs of all students. At Key Stage 3, additional provision for literacy and numeracy has improved the progress of targeted students. There is a wide range of extra-curricular and enrichment activities, including visits, visitors and a variety of clubs. For example, the lifestyle project for exercise and healthy living is well received by those who attend. The Friday night football club has helped reduce anti-social behaviour in the community. Students are positive about the extra-curricular programme offered by the school and comment, 'There is something on for us every evening after school!'

The arrangements for the care of students are well organised. Pastoral strategies have been effective in significantly reducing challenging behaviour. Effective procedures have sustained above average attendance. The school can point to good examples of where it has helped students overcome significant barriers to their education. The support provision, known as the 'Learning Zone', is highly effective in working with targeted students and their families and succeeds in re-integrating disaffected students into lessons. The peer mentoring scheme is popular with students. Transition arrangements for pupils coming into Year 7 are good. Students receive objective advice and guidance about post-16 choices. However, the guidance on entering the school's own sixth form is insufficiently tailored to individual needs.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The executive headteacher and acting headteacher have successfully communicated their vision to staff, the governing body, students and parents and carers. More ambitious targets have raised the expectations of staff and students. Leaders provide strong encouragement for staff and, at the same time, they have been firm and clear about where change is needed. Inadequate teaching has been almost eradicated and weaknesses in subject leadership have been tackled successfully. Lesson observations are frequent and draw on outside expertise. The results are used systematically to identify strengths and weaknesses and to measure improvements. The programme of continuing professional development has contributed to greater consistency in the planning of lessons, the use of lesson objectives and the use of assessment.

Systems of planning, monitoring and evaluation are rigorous and have been instrumental in bringing about rapid change. Each subject is rigorously evaluated by senior leaders with detailed analysis and clear actions for improvement. This has reduced, but not eradicated, the variation in subject performance. The analysis of performance informs the school's actions to improve equal opportunities for different groups of students. Subject leaders have started to take greater responsibility for monitoring and evaluation. Senior leaders regularly report to students, parents and carers on the actions taken to improve the school which has increased families' commitment to and confidence in the school.

The governing body has a good range of expertise. Members understand the strengths and weaknesses of the school and regularly question and discuss the school's progress. They have a good understanding of the actions taken and their impact and are influential in developing plans for the future direction of the school. They have not monitored the progress of sixth form students sufficiently closely.

Safeguarding is good. Students believe that their concerns will be dealt with promptly and effectively by leaders, managers and other staff. Training of staff in child protection and safer recruitment is good. The school has good working relationships with other agencies. It is a model of good practice in helping students deal with cyber-bullying.

The effectiveness of the school's engagement with parents and carers is good. For



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example, parents and carers of students in Key Stage 4 are informed of their attainment and progress twice each term and the school has introduced workshops to inform parents and carers of how they can support their children as they approach external examinations.

The school has satisfactory partnerships with a range providers and institutions and is working hard to extend these arrangements. Particular strengths are the large numbers of work experience placements and also the opportunities students have to gain qualifications in health and safety.

The school's promotion of community cohesion is satisfactory but it recognises that global links and also links with schools in the United Kingdom, with different cultural intakes in particular, need to be developed.

*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>2</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>3</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>3</b>

## Sixth form

Students generally make satisfactory progress at A and AS level. In 2011, there was a dip in the performance by the very small number of AS level students. Although no students follow post-16 courses at the school, they are able to access an adequate range of courses at the partnership school. Monitoring arrangements are not sufficiently rigorous. Senior leaders have an accurate evaluation of sixth form provision and are rightly planning to review the current arrangements.

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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	3
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Views of parents and carers

Questionnaires for parents and carers are not normally distributed by Ofsted for special measures 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



22 September 2011

Dear Students

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

Thank you for being so welcoming when we came to inspect your school. We enjoyed meeting you very much indeed. We judged that your school is now satisfactory and no longer requires special measures. Your greater involvement in the life of the school and your increased enjoyment of lessons has made a significant contribution to the rapid improvement that has been made. Congratulations!

Here are some of the positive judgements we made about your school.

- This year the GCSE results improved significantly and you are making better progress.
- Teaching has improved and assessment is providing you with better guidance on how to improve.
- Your behaviour has improved and your attendance is above average.
- The leaders are doing a good job to improve the school.

To help the school to improve, we have said that senior leaders should:

- Raise your attainment and accelerate the progress you make:
  - so that the proportion of students making expected progress in GCSE English and mathematics meets or exceeds the national average in 2012
  - so that the number of students gaining at least grade C at GCSE in all subjects meets or exceeds the national average in 2012.
- Ensure that teaching is consistently good by: providing clear challenges; accurately meeting your needs; and successfully engaging all of you.
- Broaden the curriculum further to meet your needs and interests.
- Further empower middle leaders to drive improvements in teaching and learning.
- Review and improve the arrangements for sixth form provision by autumn 2012.

I hope you all continue to contribute your ideas and enthusiasm to help the school make further improvements.

Yours sincerely,  
Bernard Campbell  
Her Majesty's Inspector

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