

Driffield School and Sixth Form

Manorfield Road, Driffield, East Yorkshire, YO25 5HR

Inspection dates

1–2 March 2016

Overall effectiveness

Inadequate

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

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors do not ensure that all pupils feel safe or are safe.
- Leaders and governors do not ensure all pupils learn to respect people who are different from themselves. This means pupils are not being prepared to be good citizens in Britain.
- Leaders do not make sure all staff follow the school's policy for managing pupils' behaviour or for dealing with incidents of bullying.
- Leaders have not maintained an acceptable quality of teaching since the previous inspection. As a result, outcomes are inadequate.
- Disadvantaged pupils do not get the support they need to improve their attendance and behaviour.
- Leaders do not check whether assessments of pupils' progress are accurate. This means they do not have a good understanding of where support and intervention are needed.
- Relationships between leaders and a significant number of parents are damaged. Parents are not confident that leaders have taken effective action to resolve their concerns.
- The sixth form is inadequate because safeguarding is ineffective across the school.
- Sixth formers do not make the progress they are capable of to reach higher A-level grades.

The school has the following strengths

- The majority of pupils are well meaning and considerate. They want to do well at school. They appreciate and benefit from the extra opportunities the school provides for sports and drama.
- Some teaching is effective and some pastoral staff are skilled in supporting vulnerable pupils.
- Some parents are positive about the work of the school, including parents of children who have special educational needs or disability.

Full report

In accordance with 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.

What does the school need to do to improve further?

- Leaders, governors and the local authority must take urgent action to ensure:
 - all staff fully understand and follow the school's policies relating to all aspects of safeguarding and child protection
 - all staff consistently implement the school's behaviour policy, including responding to pupils who feel bullied and/or intimidated by other pupils and recording incidents in an accurate and timely manner
 - they analyse all the information they have about incidents of poor behaviour, develop effective strategies to improve pupils' behaviour, including tolerance and respect for people with different beliefs or lifestyles
 - all aspects of pupils' safety are reviewed including the movement of traffic on the school site and procedures for reporting incidents involving pupils to their parents.
- Leaders must improve the quality of teaching, learning and assessment, so pupils make good progress, by ensuring:
 - skilled teachers are employed and timetabled to provide consistently good teaching to all classes, and when it is necessary to use cover staff they are well supported
 - teachers assess what pupils know and understand accurately, taking into account what is expected of pupils at different ages
 - assessment information is used to accurately pinpoint individual pupils and groups of pupils who are falling behind what is expected for their ages and their different starting points
 - teachers focus on all pupils making at least expected progress across all subjects, with particular diligence around the needs of specific groups of pupils – boys, the most able, the least able, those who have special educational needs or disability and disadvantaged pupils – so they make rapid progress and catch up
 - checks on the effectiveness of teaching, learning and assessment precisely identify what it is that teachers do to ensure pupils make the progress they should and what is not working well
 - accurate reports are provided to members of the governing body so they can be confident that current inadequacies are reversed quickly.
- Leaders must improve the attendance and progress of all pupils supported by additional government funding by ensuring:
 - effective use of the pupil premium and the catch-up grant
 - effective use of funds made available to support pupils who have special educational needs or disability.
- Leaders must repair the damaged relationship with parents by ensuring:
 - effective systems are in place to listen and respond to the views of parents
 - that when agreement cannot be reached with parents over specific issues, parents understand why this is the case.
- Leaders must improve all aspects of the 16 to 19 study programmes so that learners in the sixth form achieve better outcomes.

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.

The school should not appoint newly qualified teachers until further notice.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leaders and governors do not ensure pupils are properly safeguarded or that all staff accept responsibility for pupils' welfare. They have allowed inconsistency in the implementation of the school's behaviour policy to continue from the previous inspection. As a result, a significant number of pupils do not feel safe in school.
- Weaknesses in leadership, governance and the impact of support and challenge from the local authority have led to the decline in pupils' progress and attainment since the previous inspection.
- Leaders do not focus on the outcomes and safety of pupils when they check aspects of the school's work. As a result, they have an inappropriately rosy view of the school which is not matched by reality. Governors do not check if the reasons given for poor outcomes are, in fact, excuses for the poor quality of provision.
- Leaders have lost the confidence of a significant number of parents. Half of the 301 parents who responded to Ofsted's online questionnaire Parent View would not recommend the school to other parents. Parents' and pupils' concerns about behaviour in the school at the time of the previous inspection have not been addressed. The level of concern about all aspects of pupils' personal development, behaviour and welfare, matched by inspectors' observations, has deepened.
- Leaders' approach to checking the quality of teaching, learning and assessment lacks sufficient rigour because it does not focus on the impact teachers have on pupils' progress. Teachers, especially those at an early stage of their career, appreciate the support they have been given. However, this support has not brought about urgently needed improvements in standards.
- The local authority know this school is facing difficulties. A high level of support has been in place since 2014 and continues. However, the support has not been effective because it has not stopped the school's decline.
- The broad range of subjects taught do not ensure that pupils develop their understanding and respect of people who have different faiths or lifestyles. Some elements of pupils' social, moral, cultural and spiritual development are encouraged through sporting and performing arts opportunities. However, the lack of tolerance some pupils describe means that they are not being prepared as respectful citizens of Britain.
- Leaders check that the small number of pupils attending provision other than on the school site are safe.
- Pupils receive effective advice and guidance about their future options. As a result, the vast majority of pupils move on to college courses, universities they choose or apprenticeships. Year 10 pupils are positive about the opportunities they have for work experience.

■ The governance of the school

The actions of the governing body have failed to maintain the school's overall effectiveness since the previous inspection, because it has not:

- ensured the pupil premium (additional funding provided to support those in receipt of free school meals or those who are looked after by the local authority) or the catch-up funding for low-attaining Year 7 pupils are used effectively
- ensured a robust approach to using pay awards for effective teachers and leaders
- ensured they meet their duty under the Equality Act 2010 because not enough pupils develop tolerance of people who are different from themselves
- ensured statutory duties are met, including publishing information and some aspects of the management of staff.

Governors have recognised the need to increase the capacity of the school to improve, and with the support of the local authority are actively seeking sponsorship by a multi-academy trust.

- The arrangements for safeguarding are not effective. Too many pupils do not feel safe. Not enough staff understand their duty to report concerns pupils have, despite up-to-date training being in place. Staff do not check frequently enough on the safety and welfare of pupils who have left the school at times other than when it is typical. Leaders make sure checks on the appropriateness of staff to work in the school are undertaken before their employment starts. Staff with responsibility for the welfare of pupils provide skilled support for vulnerable pupils and work effectively with other agencies. Some parents recognise and appreciate the positive impact this has on their children's well-being.

Quality of teaching, learning and assessment is inadequate

- There is too much variation in every aspect of teaching across most subjects. As a result, teaching does not lead to pupils making good progress.
- Methods used by teachers to check what pupils know and understand are variable and do not always identify how much progress pupils make. This is because leaders have not developed a systematic approach to checking if pupils make the progress they should to reach the expected standard for their age, especially in Key Stage 3.
- Not enough teachers create or use opportunities for pupils to develop their literacy skills across different subjects. Pupils are not encouraged to write to a good standard in subjects other than in English. Teachers in all subjects do not routinely correct spelling, punctuation and grammatical errors. This slows the progress pupils make in these key skills.
- Most teaching of mathematics does not give the most-able pupils opportunities to develop the deeper understanding of concepts they need in order to reach high grades at GCSE. Neither does it give pupils who have special educational needs or disability the right guidance they need to make strong progress.
- Setting and marking of homework is variable. Some parents and pupils expressed concerns about some subjects' reliance on web-based learning which some pupils find difficult to access, although more than half of the parents who expressed their views are positive about homework.
- Pockets of stronger teaching are characterised by teachers using good relationships based on the detailed understanding of individual pupils to plan lessons that motivate and challenge them. Teachers' good subject knowledge means they use targeted questions and make sure pupils understand. As a result, pupils respond positively, show a keenness to learn and make better progress.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. Inspectors identified incidents during the inspection that confirmed some of the concerns expressed on Parent View about leaders' lack of attention to pupils' welfare.
- A significant number of pupils, and their parents, have deep-seated concerns about bullying. Leaders' records indicate a reduction in the level of bullying incidents and the use of derogatory language. However, pupils said that they do not report their concerns because they feel they are not listened to. It is unacceptable that leaders have not checked the effectiveness of the different support systems they have put in place thoroughly. This failure means they are unaware of the extent of concerns among pupils and parents.
- Inspectors observed occasions when the safety of pupils was not paramount as they played and ran across areas where cars were manoeuvring.
- Pupils talked confidently about e-safety but were less confident about other aspects of personal safety. Older pupils and sixth formers indicated that most teaching about personal safety took place in Key Stage 3.
- Inspectors recognise that the majority of pupils are pleasant young people who want to do well.

Behaviour

- The behaviour of pupils is inadequate. The attendance of disadvantaged pupils is well below the good level of attendance of other pupils in school. Disadvantaged pupils and those who have special educational needs are more likely to be excluded or placed in the seclusion room than other pupils. The school does not use the resources available to support positive developments in the behaviour and attendance of these pupils.
- Leaders do not have an accurate view of the number of pupils who are late to school because they do not make sure pupils report their late arrival as required. Punctuality to lessons is poor. Pupils use the five-minute movement time between lessons to socialise and are not chivvied along to lessons. Missing the start of lessons slows the progress of the pupils concerned.
- Younger pupils talked about feeling intimidated around the school at social times. They do not use the toilets because older pupils congregate in the main toilet blocks and behave boisterously. Pupils and parents reported that the high number of staff on duty at breaktimes during the inspection was not typical.
- Pupils' enthusiasm for learning is varied and entirely linked to the effectiveness of teaching. Too often,

lessons do not engage pupils, especially in mathematics. Pupils' learning is slowed by silly behaviour such as whistling and humming. Teachers do not consistently use rewards and sanctions, so the school's system for managing behaviour is ineffective.

Outcomes for pupils

are inadequate

- In 2015, pupils did not achieve the GCSE or A-level grades they were capable of in English, mathematics and science, when compared with pupils in other schools. The gap between the progress of disadvantaged pupils and other pupils did not close appreciably. The gap between the achievement of boys and girls remained too high. The school has too little impact on increasing pupils' life chances.
- Leaders report that predictions for the current Year 11 GCSE grades show a marked improvement on 2015 and previous years. However, inspectors and subject leaders do not share the same confidence following issues with the accuracy of last year's predictions.
- Teachers and some managers are not clear about the targets they should set for pupils. This lack of clarity means that some of the school's information about pupils' progress is contradictory. For example, leaders indicate that progress at Key Stage 3 in mathematics is improving, but teachers' records indicate that some pupils are making slow progress and some have regressed from the standard they achieved in primary school.
- The current progress of pupils who are disadvantaged is variable across year groups and subjects. Leaders predict the gap between Year 11 disadvantaged pupils and others will close further this year. However, evidence seen in mathematics lessons and books does not support this view.
- The progress of Year 7 and 8 pupils who started school below the expected level in reading and mathematics is also varied. Some pupils make expected progress in reading and mathematics but some have regressed. A lack of clarity about how progress is checked means leaders do not know what is working well for these pupils and what is not.
- The current progress made by pupils who have special educational needs or disability is poor in mathematics. Due to confusion between middle and senior leaders about the progress expected for these pupils, the information about progress in other subjects is not clear.
- The school's information for pupils' progress in Key Stage 3 shows subject variability. Pupils' progress in history, geography and English is strong for all groups of pupils. This is reflected in the more effective teaching and work in pupils' books seen in these subjects.
- Pupils receive effective advice and guidance about options for when they leave school. The vast majority of pupils and sixth formers move on to courses at colleges and universities of their choice.

16 to 19 study programmes

are inadequate

- The sixth form is inadequate because safeguarding is ineffective across the school.
- In 2015, the progress learners made from GCSE to A-level results was below average when compared with other schools. Sixth form leaders have introduced new ways to motivate and support learners who are not making the progress they should. It is too early to see if these changes will bring about the necessary improvements in outcomes.
- Teaching, learning and assessment in the sixth form require improvement because not enough teaching motivates learners to strive for the highest grade. Less-effective teaching does not give learners opportunities to develop the independent learning skills they will need at university. Where teaching is more effective, teachers use good subject knowledge to plan tasks matched to what individual learners need to do to secure better progress.
- Progress towards achieving GCSE grade C in mathematics and English for learners in the sixth form who have not previously achieved the required standard is not good enough. Too few made enough progress to improve to meet the required standard in resit examinations taken earlier this year.
- Opportunities to develop wider skills through non-qualification activities, including those that relate to personal safety and well-being, do not fully motivate learners in the sixth form.
- Advice and guidance about future careers is improving and is demonstrated by an increasing number of sixth formers gaining apprenticeships as well as going to university. Learners in the sixth form are well supported in their applications to universities.
- The 16 to 19 interim minimum standards are met.

School details

Unique reference number	118078
Local authority	East Riding of Yorkshire
Inspection number	10012820

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,614
Of which, number on roll in 16 to 19 study programmes	251
Appropriate authority	The governing body
Chair	Graham Storey
Headteacher	Simon Jones
Telephone number	01377 253631
Website	www.driffieldschool.net
Email address	office@driffield.e-riding.sch.uk
Date of previous inspection	16–17 November 2011

Information about this school

- Driffield School and Sixth Form is a much larger than average-sized secondary school, although the number of pupils on roll has reduced since the previous inspection.
- The vast majority of pupils are White British with a very small number of pupils from other backgrounds.
- The proportion of pupils from disadvantaged backgrounds for whom the school receives additional funding is below average. The proportion of pupils who require support for their special educational needs is low and the proportion of pupils with statements of special educational needs or education, health and care plans is above average.
- A higher proportion of pupils than typical stay in the school rather than leave mid-year or mid key stage.
- The school supports a small number of pupils to attend the following alternative providers: Vision Motor Training and East Riding College, Bridlington.
- The school provide classroom facilities for 16 to 19 learners from Kingsmill School. These learners share the lunchtime facilities with Driffield pupils and take part in some shared lessons in physical education (PE) and drama.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Key Stage 4.

Information about this inspection

- Three inspectors undertook the first day of the inspection under section 8 of the Education Act 2005. As the inspection was deemed a section 5 inspection, under the same Act, four more inspectors joined the team for the second day of inspection.
- Inspectors visited lessons for varying amounts of time in every year group and in a range of subjects.
- Meetings were held with the headteacher and other senior leaders, the Chair of the Governing Body and two other members of the governing body, and the local authority representative. A telephone conversation was held with a local authority designated officer (safeguarding). Discussions were held with teachers.
- Conversations were held with a significant number of pupils, as they arrived at school, in lessons and at breaks and lunchtimes. More structured discussions were held with pupils and sixth formers from every year group.
- School records relating to every aspect of the school's work were reviewed. Complaints received by Ofsted about the school since the date of the previous inspection were considered in preparation for the inspection.
- Inspectors considered 301 responses to Parent View, alongside 187 free text responses on the same survey and an email from a parent.

Inspection team

Susan Hayter, Lead inspector	Her Majesty's Inspector
Marianne Young	Her Majesty's Inspector
Malcolm Kirtley	Her Majesty's Inspector
Katrina Gueli	Senior Her Majesty's Inspector
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Amraz Ali	Ofsted Inspector
David Pridding	Ofsted Inspector

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