

Inspection of a school judged good for overall effectiveness before September 2024: Scalby School

Fieldstead Crescent, Newby, Scarborough, North Yorkshire YO12 6TH

Inspection dates:

8 and 9 October 2024

Outcome

Scalby School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Chris Robertson. This school is part of Coast and Vale Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Tarn, and overseen by a board of trustees, chaired by John Riby. There is also an executive headteacher, Anna Heaton, who is responsible for this school and five others.

What is it like to attend this school?

Pupils display a thirst for learning at this highly ambitious and aspirational school. The school has extremely high expectations for all pupils. Pupils make incredible progress through the curriculum and achieve outcomes that are significantly above national averages. Disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), achieve extremely well.

Pupils behave well in lessons and at social times. They recognise that the behaviour system is fair and helps to create a calm atmosphere in the classroom. Pupils who require further support with their behaviour attend the 'access to learning centre'. This provision provides high-quality support to a small number of pupils. The attendance of some pupils is lower than leaders would like and significantly below the national average.

Pupils are well prepared for their next stage in education. There is a comprehensively planned careers offer. Each week a different employer from the local community attends the school 'careers corner'. The Year 8 'achieve' group works closely with a local multi-national mining company to raise their aspirations around future careers. A high proportion of pupils continue into education and training when they leave Scalby.

What does the school do well and what does it need to do better?

The school has faced a challenging year. The discovery of reinforced autoclaved aerated concrete (RAAC) in the school has led to the enforced closure of a large area of the building. Staff, pupils and parents recognise the positive way that school leaders have responded to this challenge. The school has shown remarkable resilience through this period and managed to maintain an exceptionally high standard of education for its pupils.

The school has made some recent changes to the curriculum to ensure that pupils at key stage 3 receive a broad and balanced offer. The curriculum is well considered and ambitious. The school has taken care to ensure that all pupils have access to the curriculum. Teachers have identified effective strategies to achieve this. For example, the use of different methods to check pupils' understanding and the use of different questioning techniques. Teachers consistently implement these strategies across the school. As a result, the quality of work in pupils' books is of a consistently high standard.

Teachers deliver purposeful lessons which ensure that pupils are engrossed in their learning. Teachers regularly check pupils' work and address misconceptions quickly. Pupils can recall key knowledge that they have learned previously and relate it to what they are currently learning. For example, pupils can clearly articulate the link in themes between A Christmas Carol and Blood Brothers in English.

The school prioritises reading. The reading mentor programme ensures that all pupils in Years 7 to 10 are read to by a member of staff every week. The school effectively identifies pupils who are struggling to read. These pupils are provided with interventions to help them catch up with their peers.

The school has clear processes in place to identify pupils who may be at risk of declining attendance. If necessary, pupils and families receive bespoke support from the school. The school is also working hard to engage families who are disengaged with school. Strategies such as more regular parents' evenings and home visits are helping to achieve this. Despite this work, the attendance of pupils at the school is too low. Disadvantaged pupils, including those with SEND, attend less often than their peers.

Pupils access a well-planned personal, social, health and economic education curriculum. The structure of the curriculum allows the school to respond to local and national issues if necessary. Pupils have a strong understanding of diversity and inclusion. They understand consent and can talk about positive and negative relationships. Pupils attend a range of extra-curricular clubs, such as sports clubs, 'headspace' and board games.

Trustees and the local governing body have a good knowledge of the school. They possess a diverse skill set, which allows them to effectively hold leaders to account. Leaders are mindful that staff's workload has increased recently, due to the changes to the curriculum. Plans are in place to reduce this. Most staff enjoy and are proud to work at Scalby School.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Despite a clear overall attendance strategy, some pupils do not attend school regularly enough. This has a particular impact on pupils who are disadvantaged, including those with SEND, who are absent from school more often than others. The school should continue its work on attendance with a particular focus on the most vulnerable pupils.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Scalby School, to be good for overall effectiveness in April 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143288
Local authority	North Yorkshire
Inspection number	10297435
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	982
Appropriate authority	Board of trustees
Chair of trust	John Riby
CEO of the trust	Paul Tarn
Headteacher	Chris Robertson
Website	www.scalby.coastandvale.academy
Dates of previous inspection	13 February 2019, under section 8 of the Education Act 2005

Information about this school

- Scalby School joined Coast and Vale Learning Trust in September 2016.
- The trust is currently receiving support from a different multi-academy trust under a service level agreement. This agreement includes the support of an executive headteacher.
- The lead inspector discussed any continued impact of RAAC with the school and has taken that into account in their evaluation of the school.
- The school has a higher than average number of pupils with an education, health and care plan.
- The school uses two registered alternative provisions and one unregistered provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior staff.
- An inspector met with the CEO of the trust.
- An inspector met with the chair of the local governing body and a member of the trust board.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- Inspectors spoke with several groups of pupils and observed their behaviour at breaktime and lunchtime.
- Inspectors met with groups of staff and also considered the opinions expressed through the staff survey.
- Inspectors took account of the views of parents expressed through Ofsted Parent View.

Inspection team

Chris Sergeant, lead inspector

His Majesty's Inspector

Lisa Allen

Ofsted Inspector

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