

26 April 2021

Richard Harrison
Headteacher
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Spring Road
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East Yorkshire
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Dear Mr Harrison

Additional, remote monitoring inspection of The Market Weighton School

Following my remote inspection with Jean Watt, Her Majesty's Inspector (HMI), of your school on 25 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in December 2018.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- provide support, challenge and training which builds the expertise of curriculum leaders so that they identify the knowledge pupils need to learn at each stage
- quality assure the content and breadth of the curriculum.

Context

- Since the previous inspection, the school has appointed an additional deputy headteacher.
- At the start of the spring term 2021, when the school was closed to most pupils, around 12% of pupils were educated on the school site (which includes an enhanced resource provision for pupils with autism spectrum disorder). This included around 75% of pupils with an education, health and care (EHC) plan and around 33% of vulnerable pupils.
- At the time of this inspection, a very small number of Year 11 pupils were being educated at home due to COVID-19 restrictions.

Main findings

- During recent school closures, a high proportion of pupils with an EHC plan were educated on site. For pupils who learned from home, attendance and participation in remote learning were high. This has allowed a smooth return to school for most pupils.
- You have minimised disruption to the planned curriculum wherever possible. In some subjects, the order of teaching has changed. For example, in English and design and technology, some topics will now be taught later in the year. There are clear, well-thought-out reasons for these changes. In physical education (PE), teaching has focused on maintaining pupils' physical fitness and well-being. The PE curriculum is being adapted to address any missed content in the summer term 2021.
- Since the previous inspection, leaders have been reviewing curriculum plans in most subjects. Leaders have particularly focused on English, mathematics and science. In some subjects, curriculum plans are not as well developed because they do not identify the important knowledge that pupils should learn over time.
- Since pupils have returned to school fully, teachers have used a wide range of assessments to identify gaps in pupils' knowledge. These assessments have informed the changes that teachers have made to the curriculum. For example, in mathematics, teachers have focused on providing extra practice of previous content to develop pupils' fluency.
- You have planned two rounds of formal assessments to inform decisions about grades for pupils in Year 11. You have continued to support Year 11 pupils, for example by providing extra catch-up sessions at the end of the school day.
- Reading is a priority in your school. During COVID-19 restrictions, you continued to prioritise reading for pupils who were learning from home. Leaders use a range of reading interventions to help develop pupils' reading.

Pupils who struggle to read receive regular support. You are now beginning to develop strategies that support pupils' reading in all subjects.

- Your approach to remote learning is well established. Pupils who are currently learning remotely access 'live' lessons. They can interact with teachers and continue to submit work regularly. Parents have commented very positively about the quality of the school's remote education offer, and the support given to pupils who are learning at home.
- Pupils with special educational needs and/or disabilities (SEND) are well supported. Most pupils with SEND attended school during periods of closure. Pupils with SEND who were learning at home were supported by regular contact from teachers and support staff. Support plans for pupils have been continually updated to reflect the impact of recent disruption. All staff receive regular training and support. Staff know how to support pupils with SEND in their classes.
- Governors have a range of relevant expertise. They work very closely with leaders. Governors ensured that provision for pupils with SEND was a priority when some pupils were learning from home. In some subjects, especially mathematics, link governors have challenged and supported curriculum development effectively.
- Leaders access a range of support from the local authority. The local authority has supported and challenged leaders on their approach to remote learning, for example. Local authority representatives have met with subject leaders to review curriculum plans. The support received is helping to improve aspects of the curriculum.

Evidence

This inspection was conducted remotely. We spoke to you, other senior leaders, representatives of those responsible for governance and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We looked at responses to Ofsted's online questionnaire, Parent View, including 60 free-text responses, and 45 staff questionnaires.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for East Riding of Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Tim Jenner
Her Majesty's Inspector