



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



**Pupils Enjoy
a World of
Limitless
Possibilities!**

Each Tuesday pupils, Sixth Form students and staff led by Miss Sinclair enjoy the opportunity to participate in legendary fantasy role-playing game Dungeons and Dragons.

Driven by imagination, the core of D and D is storytelling in worlds of swords and sorcery and millions of players worldwide enjoy guiding their heroes through quests for treasure, battles with deadly foes, daring rescues, courtly intrigue and much more. In this fantasy world, the possibilities are limitless.

D and D gives structure to the stories, providing a way of determining the consequences of the adventurers' actions. Players roll dice to determine whether their attacks hit or miss and whether their characters can scale a cliff, roll away from the strike of a magical lightning bolt, or pull off some other dangerous task. Anything is possible, but the dice make some things more probable than others. Players



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Executive Headteacher's Welcome



I do hope as we returned last week and our school adapted to the significant changes, including the removal of bubbles, year groups working in defined buildings and the removal of some of the staggered lesson times, that the term started well. We will continue to work with Public Health England (East Riding) to monitor the situation within our geographical locality and intend to keep all decisions under review during this period, including reintroducing measures if necessary should we see a rise in cases. In the interim, I would like to once again thank our parents for supporting our voluntary testing programme and especially those colleagues, parents and volunteers who ran our testing centre on site. Their commitment to our school has helped to keep our community safe and creating a testing system, plus establishing the centre itself on school premises, is a true credit to all involved.

Lessons this week have felt fabulous. School feels calm and I am thoroughly enjoying having the opportunity to spend time in different subjects sharing the joy of learning with our children. Our Year 7s seem to be settling in well and I have enjoyed many conversations about the start of secondary school and their many really positive experiences of the first few days, as they quickly settle into their new school, make new friends and start to navigate their way around all of the many specialist facilities.

We will also be publishing our Holistic Education offer for our children. We continue to take precautions within the current climate, but like our children, I'm so very keen to address the reduction in opportunities throughout lockdown and to do our very best to widen choice quickly.

Mr Baker will be leading on enrichment and I do hope as the offer is launched and opportunities arise across the academic year your child will opt to participate, thereby widening their experiences beyond the formal curriculum and trying something new. We believe, as a school, these opportunities are not only exciting but really do provide a unique opportunity for our children.

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and businesses – so please, as a parent if you are part of a charity or your employer would like to partner our school, to provide work placements, support with new business projects or challenges, to help fundraise to make a difference – then do email our reception.

Finally, our Friends of Longcroft School are planning events this year for parents and we are looking for volunteers who are willing to give of their time and energies, to provide our children with unique opportunities beyond the formal curriculum through fundraising. Working alongside a senior colleague from the school, we'll work to create some fun events for parents, families and at the same time, seek to support our enrichment programme. Please do contact school@longcroft.eriding.net if you're interested.

Do have a great weekend.

Mr J Britton
Executive Headteacher

take on the role of an adventurer – a skilled fighter, a devout cleric, a deadly rogue, or a spell-casting wizard. Initially players imagine and create a character of their own. A combination of game statistics, roleplaying hooks and their imagination, Mr Baker enjoyed hearing pupils' ideas when he visited the first session of this academic year. He said,

"Dungeons and Dragons is a valuable part of our enrichment offer. Pupils from all year groups, Sixth Form students and staff join together and the enthusiasm generated is tremendous. The atmosphere is one of participation and support and everyone makes each other welcome. The players' creative thinking skills and imagination are impressive."

Jack described his character and explained, *"I chose it because it appeals to me and we're allowed to use it."* He added, *"I wanted to come to the club because I've done D and D with my brother and it was really good."*



Edward has been playing for two years. He said, *"I started because you could play out imaginary battles and it sounded fun."* When asked what particularly appealed to him, Edward added, *"The creativity of the game—you get to make your own worlds."*

Angus has been playing since the club formed when he was in Year 8. He said, *"I just think it's fun to make up whatever you want."*

With some friends and a little imagination, players strike out on grand quests and daring adventures, testing themselves against an array of challenges. We are delighted that such an exciting opportunity exists within our enrichment offer, and Dungeons and Dragons is certainly popular will all age groups.



Head of School's Welcome



It has been a pleasure to visit more lessons this week and see our young people engaged in their learning and developing their knowledge and understanding in their subjects. From Year 7s learning about our historical heritage and the cultural influences that have shaped our society, to Year 9 mathematicians analysing coordinates and line graphs, to Y10 studying the contexts of their GCSE set text 'An Inspector Calls', to Y13s finding out about the correct collection and processing of physical evidence in criminal investigations, it is just wonderful to see young people growing in confidence as they learn.

We are also pleased now to be able to share with you the findings of our recent visit by Her Majesty's Inspectorate Ofsted just before the summer break. The Inspection involved an actual Ofsted visit to our school site after a period when visits had been conducted remotely during the pandemic. It involved a detailed review of recent improvement work and included a wide range of inspection activities. Lessons in Lower School, Upper School and Sixth Form were visited and observed, further meetings and discussions took place with children, and also with teachers and governors; behaviour and personal development and safeguarding were inspected and a thorough examination of curriculum plans and schemes of learning was conducted with Curriculum and Senior Leaders.

As newsletter readers will know, we've undertaken a full review of our curriculum over the last academic year and I am truly excited to see my teaching colleagues delivering the new content in their lessons. The process will continue this year and I am confident our children in all subjects will have the opportunity to follow a programme of study that will excite as well as equipping them with the knowledge and skills we believe are essential for life and detailed understanding of each subject discipline.

Many staff have played key roles in the huge transformation of school that has been taking place to improve the extensive facilities, provide challenging and well-sequenced learning and offer our young people a wide range of the extra-curricular opportunities and it was a pleasure to see the Inspection recognising these important improvements. I would also like to thank colleagues from the Wolds Learning Partnership whose support and direction has been so valuable whilst they have worked alongside Longcroft staff on these developments. It was so pleasing to see this work being recognised in the Report too.

Finally, thank you to our pupils and students, teachers, leaders, parents and governors who have supported us in the drive to improve standards since the last inspection, and also in anticipation of the collaborative work we will do to ensure this continues going forward.

The report can be read at the end of the newsletter, [CLICK HERE](#).

Best wishes,

Ms I Grant
Head of School



LOWER SCHOOL



Mr Worthington writes:

One of the big differences in the curriculum between Primary School and Secondary School is the amount of practical Science lessons that can take place in specialist facilities. Longcroft offers Biology, Chemistry and Physics at GCSE and A-Level and has teachers across all three specialisms. Pupils look forward to Science at Longcroft and enjoy the wide and diverse range of learning opportunities that the subject brings.

This week, Year 7 have been getting to grips with making sure they are prepared for learning in our new, specifically designed Science laboratories in the new building. The rooms really are something for the school to be proud of, and we're excited to be able to show them off on our upcoming Year 6 Open Evening on Thursday 21st October.

I have enjoyed walking around the Science department, seeing the children actively engaging with a variety of activities to prepare them for experiments in their lessons. The main focus has been how to work safely in a Science laboratory, before introducing the various different pieces of equipment to the children. Within the next week, some of our Year 7 pupils will have safely used a Bunsen Burner for the first time and will have been shown how to operate the gas taps and use the equipment with care.

As a Science teacher myself, it has been great to speak to our Year 7 pupils about how passionate they are about Science and their ideas related to the subject. Their knowledge about safety in Science has been very impressive, and I'm looking forward to see their progress.

Take care,

Mr Worthington
Head of Lower School

UPPER
SCHOOL**Mr Colepio writes:**

Firstly, a huge welcome back to all our pupils. It is great to see them all return and back into forms and moving around the whole site mixing with other year groups. We hope that parents and pupils have had a restful summer and feel refreshed for the challenges ahead.

Year 11 2020 – 2021

Congratulations to our leavers from last year for a magnificent set of exam results. Do not listen to outside noise that these Centre Assessed Grades were not earned or deserved. The use of CAG was only announced in the Spring Term and our pupils prepared for a normal exam series with dedication and hard work all year. From the summer term onwards, under difficult circumstances, they revised and sat numerous assessments that were actual exams - many more than a normal exam series and in a shorter time scale. Every grade was fully deserved and analysed in great detail by teachers, subject and curriculum leaders as well as members of the senior team.

Everybody involved – pupils, parents and staff – worked to make this a success and I would not only like to publicly thank everyone but also wish every pupil every success moving forward on their chosen next steps. It has also been

great to see pupils from last year as they continue their education with us.

Year 10

This is a really exciting time for Year 10—those previous years of study have allowed them to choose their options and focus on areas and subjects that they have enjoyed and had success in. This is a crucial year and with hard work and dedication they can really set themselves up for a successful Year 11. Simply, the more you work now the easier next year becomes.

Year 11

Last term was a really busy time for our current Year 11 pupils. They had mock exams with support booklets and the vast majority (Covid absence apart), had one to one

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interviews to prepare them for this year. These interviews produced personalised action plans post mocks to help and guide them with practical strategies to focus on areas that needed development and to address gaps in their learning.

Our subject areas have analysed these exams and will focus on filling those gaps in knowledge. We will be looking at pupil action plans over summer and feeding back to pupils in the coming weeks. I have also had a look on GCSEpod to see who has accessed this resource and want to congratulate those that have used this resource to work over the summer.

Over the coming weeks I will inform parents and pupils of our plans for the term as we look to maximise all opportunities to develop progress for our Year 11 pupils. In the near future we will be inviting parents in (Covid pending) to give advice on revision planning and strategies, wellbeing and subject specific guidance on how to achieve and exceed their target grade.

GCSEpod – such a great resource

If you are not familiar with GCSEpod or have not revisited it for a while, can I please urge you to do so? Resources are fantastic and it is such an easy way to look over topics and self-test in an easy and accessible manner. If you are having issues logging in please do not hesitate to contact your Year Leader.

Looking ahead

It is essential we look ahead with positivity – there is so much to celebrate and it is a really exciting time to be part of our school community. When our pupils joined us in Year 7 I always gave them just two simple pieces of advice that remain as true now as ever: Work hard and be a kind person. From here everything follows.

Best Regards,

Mr Colepio
Head of Upper School



SIXTH FORM

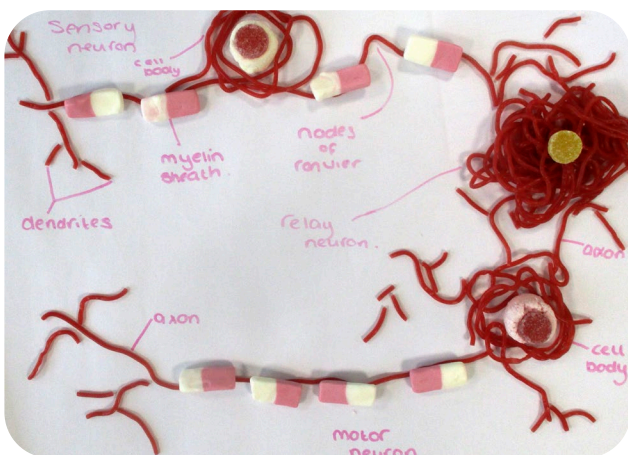


Mr Henderson writes:

It has been a really busy start to the new college year as our old and new Sixth Form students have settled into their studies. This week we held a drop-in session for parents of our Year 12 students, in order to welcome them to The East Yorkshire Sixth Form and give us the opportunity to discuss the expectations and demands of Sixth Form study.

A strong partnership between home and college underpins successful A Level and BTEC study and the support students receive is absolutely crucial to their success, especially after the time lost due to the pandemic. Soon, our students will be ready to resume their assessments, planning their revision and completing the tasks as part of their independent study. This allows teachers to plan for more face-to-face teaching and contributes to our post lockdown recovery plan.

If you were unable to attend the event, please contact Mr Wilson or myself if you would like to meet with us.



Following the changes to COVID-19 restrictions, it is great to be able to re-introduce college tutors and to start each day with a tutor period. As well as building relationships with the students in their groups, our tutors are also delivering our new tutorial programme. This includes dedicated library time, where students can access research and extended reading for university courses and later in the term, students may wish to support literacy intervention with pupils from Years 7 and 8. We also have designated time for students to work on their UCAS application and to research career opportunities. We have a PSHE programme that supports research and discussion on topics including Mental Health, Student Finance and the influence of

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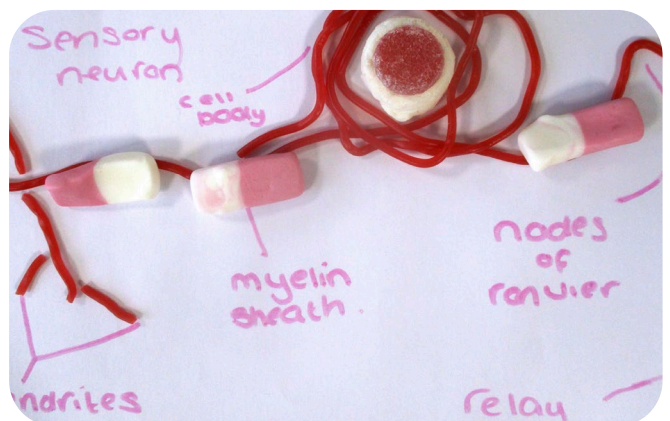
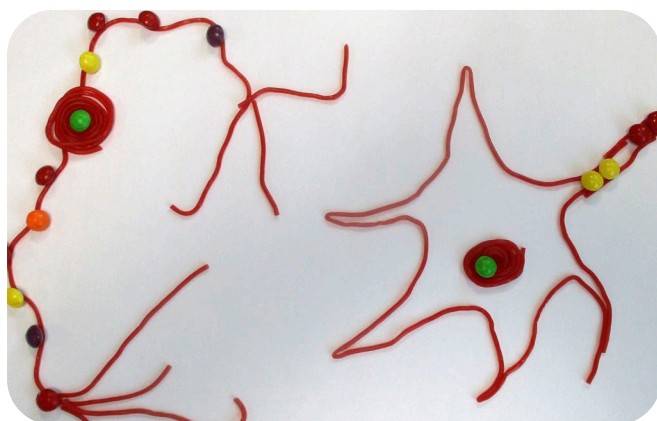
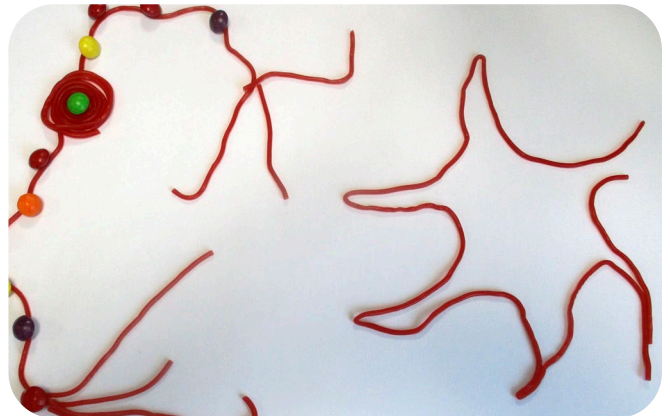
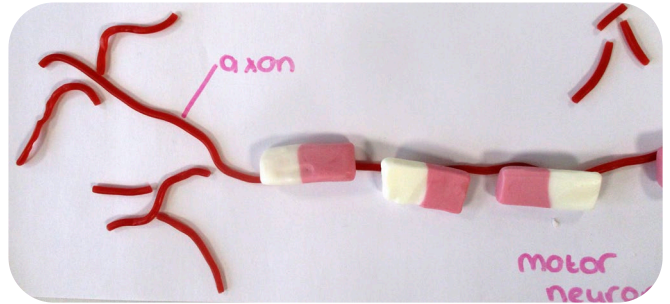
Fake News. Finally, the last part of our tutor programme is given over to the students to consider their wider social responsibilities, organising charity fundraising projects throughout the year alongside the Senior Student Team.

Students have returned with great enthusiasm for their studies. In Psychology, Year 13 students are studying Biopsychology – this includes understanding how the nervous and endocrine systems work together, the process of synaptic transmission and biological rhythms. Students enjoyed making models of sensory and motor neurons out of a range of sweets. They used the models to show they understood the difference between the structure of sensory neuron and a motor neuron, labelling each component before eating the model!

I have no doubt it will be another challenging but rewarding year as the East Yorkshire Sixth Form students strive towards their ambitious futures.

All the best,

Mr Henderson
Head of Sixth Form





PSHE & CAREERS EDUCATION



Mr Coupe writes:

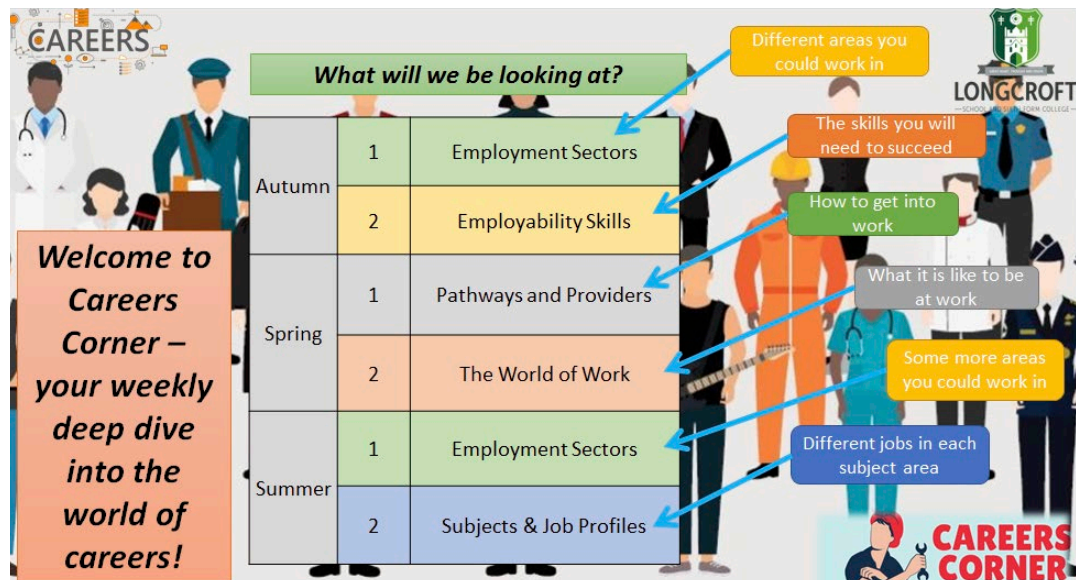
Welcome to the first PSHE and Careers update of the new academic year!

This year, we are very pleased to see our provision for both PSHE and Careers growing and becoming fully embedded in our curriculum as we move out of the bubble system and into a more traditional school timetable.

Our Year 7 and 8 pupils have just started their PSHE lessons and it has been great to pop into these and see the pupils learning. Year 7 have begun by looking at the question of 'Who Am I?' as they find their feet in their new school. As part of their first unit of learning they will go on to consider the challenges of starting at a new school, forming new friendships, being a Longcroft Learner,

and basic first aid. Year 8 have been learning about 'Staying Safe in a Difficult World' and will consider the importance of assessing risks and making the right choices as they grow up.

Meanwhile, pupils in Years 9, 10 and 11 will be studying PSHE with their form tutors, meaning that their learning time is spent with staff who know them really well as they grow and mature. Year 9 will be learning first about how to develop and nurture healthy relationships, whilst Years 10 and 11 are both studying emotional and mental health and wellbeing. Through these lessons we hope to be able to support some of our pupils in some of the challenges they will inevitably face, as well as providing an introduction to citizenship and careers education.



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In terms of Careers, we have also this week launched our first Careers Corner, which is our weekly presentation to all Year 7–11 pupils about the world of work. This week, pupils are looking at a key economic sector, and will go on to learn about employability skills, different pathways that are available to them post-16, some key elements of having a job and a range of different job-types that are available to them. We recognise the importance of this learning in preparing our pupils to successfully head out into the wider world.

Finally, it's time for another profile of an important local employment sector, and this week we turn our attention to the energy sector. With the rise in renewable technologies and the need for increased investment and technological development in this sector, the Humber region is fast becoming a key element of the UK's energy system. In fact, we have three of the world's largest wind farms on our doorstep and it is projected that the number of jobs in this sector in the Humber region will almost double in the next ten years. With key employers such as Orsted, a Danish multinational power company, and Siemens and exciting new developments such as Green Port Hull, demand for employees will be high in this sector. Over the coming years, additional projects in the renewables sector will enter the pipeline, meaning there will be a growing need for services, people and skills during both the construction and operation phases of energy infrastructure in the Humber region. There are exciting times ahead for any pupils considering working in the energy sector particularly as they grapple with issues around reducing our impact on the planet.

Mr A Coupe
Head of PSHE and Careers Education





SAFEGUARDING



Mr Rogers writes:

In July I wrote to you to ask for your support in ensuring that if your child cycles to school the bike is road-worthy, has working lights and they have a helmet. I want to say how marvellous it was to see the vast majority arrive last week meeting this expectation.

As mentioned last year we have teamed up with the Road Safety Team and East Riding of Yorkshire Council who will be distributing helmets and lights to any pupils who still do not have these. The items will be gifted and not expected to be returned—they will however be expected to be used! Thank you to both all the support they have given in helping ensure the increased safety of our pupils.

At Longcroft School we recognise that listening to young people is an important and essential part of safeguarding. As our pupils return to school after this challenging time, we know it is more important than ever before to listen to our pupils, and encourage them to share any concerns they have with us. We know and understand each of our pupils, and we ensure that we support them with any issues, concerns or problems they may face. Furthermore, we work with pupils to help them develop the resilience and strategies to manage their own wellbeing as they grow into adults. In particular, our Assemblies this week have reminded our pupils to:

- Watch their thoughts, for they become words
- Watch their words, for they become actions
- Watch your actions, for they become habits
- Watch your habits, for they become character
- Watch your character, for it becomes your destiny.

If a pupil is feeling anxious, worried or upset upon their return to school, they should tell someone they trust, such as friends, teachers, parents, carers or other family members. Let people help to make things better. Never do nothing. We want our pupils to remember they are never alone, and there are always people around who can help them. In particular, every year group has a dedicated Care and Achievement Coordinator who is there to support all the pupils in their year group and be the first point of contact for parents and carers. The Care and Achievement Coordinators can discuss any concerns or worries they have with them. However, pupils can talk to any member of staff, who will ensure they get the necessary support.

Our Care and Achievement Coordinators and their contact numbers are listed below:

Year 7: Mrs Brady – 07388722751
 Year 8: Mr Devall – 07827587483
 Year 9: Mr Tong – 07810416081
 Year 10: Mrs Ellis – 07900394085
 Year 11: Mrs Winter – 07423568558

For pupils who require more support, as Designated Safeguarding Lead I am available, as is our Deputy Safeguarding Lead Mrs Brady, in school for pupils, parents and carers to ensure they receive the support they need. If you have any questions or would like to know more, please do contact me for more information.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



Longcroft Sport

Extra-Curricular Programme

	Lunchtime	After School: 15:10–16:10
Monday		Year 7 & 8 Netball Mrs Henderson
Tuesday	KS4 Badminton Mr Martin	Rugby Mr Cassidy and Mr Martin Girls Football – All years Miss Calam
Wednesday	KS3 Badminton Mr Martin	Football Mr Martin Year 9, 10 and 11 Netball Miss Calam
Thursday	KS3 Badminton Mr Cassidy	Badminton Mr Martin Hockey – All years Miss Rushby





TEACHING & LEARNING



Mr Taylor writes:

It's been a real pleasure to see the fantastic range of work our pupils have produced in the first few days of term. To have settled so quickly back into the classroom is a real credit to them. They have shown huge adaptability to the new ways of working in school and have done so in a calm and purposeful manner.

I thought it would be sensible at the beginning of term to re-emphasise the Longcroft Learning Cycle to you, and introduce it for the parents of our new intake in Year 7. This is a framework that all lessons in school use to provide a consistent and quality experience for the pupils. It has five elements to it and each is denoted by an icon displayed on Powerpoints and other documents used to deliver lessons. You should see reference to these if you look in your child's book. The phases are as follows:

STARTER

CHALLENGE

TEACH

DO

PROVE

I look forward in the coming weeks to showing you some examples of the high quality resources our teachers are using to make sure our pupils are getting a quality classroom experience.

Have a good weekend.

Mr Taylor

Head of Teaching and Practitioner Development



Memory Lane

This week we return to the 1990's and feature two Year 7 tutor groups.

Drama teacher Mr Moores' tutor group from 1995 is pictured.



Back Row:

J McCauley; R Griffiths;
P Spence; N Hillman; N
Saunders; S Broadley;
R Pulling; S Brown and
K Holland.

Middle Row:

M Bean; D Lyons; T Barker;
D Brown; S Wilson;
B Weetman; D Baker;
C Hunter and P Hagyard.

Front Row:

F Baker; F Riley;
B Woodward; L Goldfinkle;
Mr Moores; N Spivey;
D Watkins; C Robinson and
S Reese.

Seated: T Harper and M Hewitt.



Maths teacher Mrs Viant is pictured with 7G, her tutor group in 1998.



Back Row:

Ben Whitehead; Sam Dale;
Stephen Burke; Jonathan
Cherry; John Locke; Joshua
Turner and Andrew Brown.

Middle Row:

Rachael Robson; Craig
Terry; Gareth Ketley; Oliver
Robinson; Leah Harkness;
Gareth Sparks; David
Baxter; Chris Leahy and
Kimberly Jowett.

Front Row:

Kirsty Elsom; Samantha
McLean; Elaine Hargreaves;
Stacey Keenan; Mrs Viant;
Laura Wilson; Claire
Norman; Jade McDonald
and Laura Mix.





LIBRARY NEWS

The Bookbuzz books have arrived!

Once again our supply of Bookbuzz books has arrived and the books are on display in the School Library. A huge thank you to Friends of Longcroft School who have supported the library by providing funding so that all our Year 7 pupils will get a free book to take home and keep as part of the Bookbuzz reading programme.



Over the next few weeks our new pupils will be visiting the library to watch a film in which authors and publishers discuss seventeen fabulous titles, carefully chosen by a panel of experts to ensure quality and suitability. The fiction and non-fiction books cater for all tastes and abilities and include a range of genres.

Bookbuzz is a marvellous way of empowering and enthusing pupils and puts reading for pleasure at the very heart of our school. We can't wait to see all our Year 7 pupils in the Library to enjoy making their choices!

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Can you create an image inspired by our new anthology Outpost 8?

In October we will see our new school anthology published. In order to mark this fabulous achievement we are running an art competition.

Students are invited to submit a picture inspired by one of the poems in the anthology. Copies of poems are available at the library or through your art teacher.

The Rules

- Please present your image on A3 or A4 paper
- Your entry can be in any media (pencil, paint, print, crayon, chalk etc.)
- Please submit your entry to your art teacher, Mrs Gibson or Mrs Holmes, or Ms Carvill the Librarian

The deadline for entry is Friday 8th October 2021

Prizes will be awarded to the winners!



Readathon Update

Well done to all pupils, Sixth Form students and staff who participated in the Longcroft Readathon over the summer holidays. Over the next two weeks we will be collecting the funds you have raised to support children in hospital and our school library. You can donate funds online by going to the link below and clicking on Sponsor a Pupil. Remember to put in the name of our school and postcode: Longcroft School & Sixth Form College, HU17 7EJ.

If you would prefer to bring in cash, please leave it with Ms Carvill in the Library or Mrs Spruce-Wan or Mrs Block in Finance. *The deadline to donate funds is Tuesday 28th September.* Let's raise as much money as we can and show what great hearts we have!

<https://readforgood.org>

Since 2014 Readathon have been working with Hull Royal Infirmary. To date they have delivered 5,000 brand new carefully chosen books for children to enjoy with their families, as well as regular story teller visits. When you are feeling ill this service provides a huge uplift.

"My daughter loves the book she chose to read, it cheered her up loads. Thank you."

**Parent of 13-year-old patient,
Hull Royal Infirmary**



Care and Achievement Co-ordinators

Our Care and Achievement Co-ordinators work with a specific year group to ensure the welfare and progress of pupils and are the first point of contact for parents.

They work to care and support children to achieve academically by establishing a positive learning environment by visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



Year 7

Mrs Brady

07388 722751

kay.brady@longcroft.eriding.net

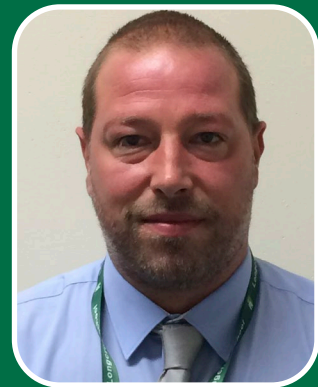


Year 8

Mr Devall

07827 587483

john.devall@longcroft.eriding.net



Year 9

Mr Tong

07810 416081

graham.tong@longcroft.eriding.net



Year 10

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net



Year 11

Mrs Winter

07423 568558

joanne.winter@longcroft.eriding.net

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T 0300 123 1231
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19 July 2021

Irie Grant
Longcroft School and Sixth Form College
Burton Road
Beverley
HU17 7EJ

Dear Ms Grant

Requires improvement: monitoring inspection visit to Longcroft School and Sixth Form College

Following my visit to your school on 22 June 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection 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 improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

The school should take further action to:

- ensure greater consistency in the quality of the curriculum across the full range of subjects.

Context

School leaders have continued to improve the quality of the curriculum, and the provision for pupils with special educational needs and/or disabilities (SEND). Some of the planned improvements have been slowed down by the impact of COVID-19.

Main findings

Leaders and governors have maintained a focus on school improvement since the previous inspection. The areas for improvement, raised by inspectors in January 2020, are being addressed. The school's improvement plans identify the right priorities. COVID-19 came very soon after the previous inspection and has interrupted progress.

In September 2020, a new key stage 3 curriculum was introduced. Most subjects now have effective curriculum plans in place. However, not all of these subject plans are at the same stage of development. Some of the most effective curriculum planning is in mathematics, science and history. You acknowledge that there is further work to do to achieve consistency.

COVID-19 has also prevented you from delivering the curriculum in the way that you would like to. Part of your curriculum plan includes practical work and learning outside the classroom. These activities have been curtailed.

The mathematics curriculum is effective. Teachers have thought carefully about the order in which concepts are taught. They check what pupils know from previous lessons before teaching new material. Teachers model how to complete mathematics calculations to solve problems. Pupils then practise. The teacher checks for misconceptions and then corrects them. This means that pupils develop their understanding before moving on to more challenging mathematical procedures.

The history curriculum is effective because some key ideas run through the curriculum like a thread. Teachers think carefully about what knowledge is needed, so that pupils understand key themes such as war or protest. The history curriculum develops a strong sense of the place of Britain within world history. Pupils then examine key ideas such as change, cause and consequence. Pupils gave clear examples of how teachers are helping to make their learning stick.

The effective work that has taken place in subjects such as mathematics, science and history needs to be firmly established in other subjects, which are less advanced with their curriculum development.

The way in which pupils with SEND are supported has improved. During the inspection, I saw some examples of this. In history, for example, teachers use word banks and model answers to help pupils to write at length and in depth. Staff

training has taken place to help teachers to support pupils with SEND. Staff spoke confidently about the impact of this training. Teachers now have access to pupils' individual support plans. Three staff are currently undertaking further specialist SEND training. These measures are strengthening the provision for pupils with SEND.

You recognise that not all pupils arrive at secondary school fluent in reading. Every pupil is assessed for reading on entry to the school. You have developed a reading strategy to provide more support for weaker readers. Some staff have been trained to support pupils with phonics. You have invested in books and expanded the role of the school library and librarian.

Governors understand the school and its place in the community. They hold school leaders to account. They have paid particular attention to improving the provision for pupils with SEND by having a specific working group. Governors carefully monitor the school's improvement plans and the effectiveness of the external support which leaders receive.

The majority of parents say that their children are happy and safe at the school. They are pleased with the range of subjects and extra-curricular activities available. However, some parents would like more information about what their children will learn, and more emphasis on personal development. The majority of staff believe that the school is improving. However, some staff feel that more could be done to support their professional development and to manage workload.

Additional support

The school is drawing on support from a local trust. This has allowed subject leaders to collaborate in developing the curriculum. The trust has provided additional leadership capacity. This support is bringing about change and it is effective.

Evidence

During the inspection, I met with you and other senior leaders. I also met a number of subject leaders. We discussed the actions taken to improve the school since the last inspection. I undertook lesson visits in mathematics, science and history. I met a group of pupils to discuss behaviour and learning. I held discussions with members of the governing body. I looked at curriculum plans and the school's improvement plans.

I considered 154 responses to the Ofsted Parent View questionnaire and 63 responses to Ofsted's staff questionnaire.

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

Yours sincerely

Carl Sugden
Ofsted Inspector