

# Inspection of Howden School

Derwent Road, Howden, Goole DN14 7AL

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Inspection dates:	18 and 19 March 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Jim Nixon. This school is part of The Consortium Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lizann Lawson, and overseen by a board of trustees, chaired by Ian Furlong.

## **What is it like to attend this school?**

The school has been on a transformational journey in recent years. This is most evident in the culture of the school. The school has woven its values of Aspiration, Courtesy and Excellence through the curriculum. Pupils display these on a daily basis. They understand them and can explain why they are important to their daily life. As a result, there is a respectful and aspirational culture at Howden School.

The school has high expectations for the academic achievement of all pupils. These high expectations were not reflected in published outcomes last year. Work in pupils' books and pupils' recall of learning show that they are now achieving better than they were.

Pupils conduct themselves well around school. Classrooms are calm and purposeful. Pupils enthusiastically participate in their learning. At social times, pupils maturely access a range of activities, such as football and DJing. There has been a significant reduction in the use of sexualised language since the previous inspection. Pupils know why this is not acceptable and will report it to staff if they hear it. They are confident that staff will respond to this appropriately. Pupils feel safe at school.

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

The school has reviewed and adapted the curriculum since the previous inspection. The school has extended key stage 3 to three years. This allows pupils to build up a better understanding of the curriculum before they enter key stage 4. The school has developed a curriculum that is ambitious for all pupils. The improvements to the curriculum ensure that pupils are now receiving a better quality of education than they were. The curriculum is well sequenced to ensure that knowledge builds over time. Pupils regularly revisit prior learning. In key stage 4, teachers regularly check work to identify gaps in knowledge and address misconceptions. This is less consistent in key stage 3. As a result, some pupils in key stage 3 have gaps in their knowledge of the curriculum.

Reading is a priority across the school. The school accurately identifies pupils who are struggling with their reading. A range of interventions are in place to support these pupils, including help with phonics. This helps pupils to catch up with their peers. The school promotes a love of reading through reading competitions such as the 'Reading Olympics', staff and student book recommendations and form time reading.

The school identifies pupils with special educational needs and/or disabilities (SEND) effectively. The school trains staff to deliver bespoke support for these pupils in lessons. Staff deliver this support consistently across school. A small number of SEND pupils receive bespoke support through the enhanced resource provision. These pupils successfully access a range of lessons. They are achieving well at the school.

The school has rigorous and thorough processes in place to improve attendance. As a result, pupils attend well at the school, and attendance has improved over time. The school recently introduced a new behaviour policy. Pupils are clear about the behaviour

expectations. Staff apply this policy consistently. As a result, behaviour has significantly improved this year.

The school's personal development offer is a strength. Pupils have a good understanding of fundamental British values. This helps to foster a culture of respect and courtesy. Pupils learn how to stay safe online and learn age-appropriate relationships education. Pupils have access to a range of leadership roles, such as head pupils, house or senate leaders, active travel ambassadors and the 'Bite Back' team. These help to build a sense of community at the school. Pupils access a well-planned and sequenced careers curriculum. Pupils receive impartial advice that helps them to make informed decisions about their next steps.

The local governing body and the trustees have strong oversight of the school. The trust supports the school well on its journey of improvement. School leaders are mindful of staff workload. Staff are proud to work at the school. Pupils, staff and parents and carers acknowledge the positive changes at the school since the previous inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, particularly at key stage 3, the school is not rigorous in its approach to checking what pupils know at different points in their learning. As a result, when some pupils have gaps in their knowledge, teachers do not identify them, and they can persist. The school should ensure that teachers use effective strategies to check what pupils know and adapt their teaching to address any knowledge gaps as they arise.

## **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 special educational needs and/or disabilities (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

<b>Unique reference number</b>	146129
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10379409
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	690
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ian Furlong
<b>CEO of the trust</b>	Lizann Lawson
<b>Headteacher</b>	Jim Nixon
<b>Website</b>	<a href="http://www.howdenschool.net">www.howdenschool.net</a>
<b>Dates of previous inspection</b>	21 and 22 February 2023, under section 5 of the Education Act 2005

## Information about this school

- The school appointed a new headteacher in April 2023 and a new deputy headteacher in September 2024.
- The school has a SEND resource provision with space for six pupils.
- The school uses two registered and one unregistered providers of alternative provision.
- The school provides a breakfast club for its pupils.
- 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

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector spoke with the CEO of the trust, members of the trust board and members of the local governing body, including the chair of governors.
- Inspectors met with the headteacher, other leaders and staff.
- Inspectors carried out deep dives in these subjects: English, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the quality of education in some other curriculum subjects.
- 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' interests first.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, at social times, at transitions and in lessons. They also spoke with pupils about behaviour and bullying.
- Inspectors spoke with leaders, teachers and pupils about the school's programme of personal development.
- Inspectors considered the views of pupils, parents and staff through discussions and looking at information collected in the online surveys, including from Ofsted Parent View.

### **Inspection team**

Chris Sergeant, lead inspector

His Majesty's Inspector

Lisa Allen

Ofsted Inspector

John O'Hara

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