

St Philip Howard Catholic School

Inspection report

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| Unique Reference Number | 112972 |
| Local Authority | Derbyshire |
| Inspection number | 357241 |
| Inspection dates | 24–25 November 2010 |
| Reporting inspector | Trevor Riddiough HMI |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|--|---|
| Type of school | Secondary |
| School category | Voluntary aided |
| Age range of pupils | 11–16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 499 |
| Appropriate authority | The governing body |
| Chair | Rev Canon D Bowdren |
| Headteacher | Wendy Steciuk |
| Date of previous school inspection | 30 September 2009 |
| School address | St Mary's Road Glossop SK13 8DR |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 25 teachers in 25 lessons, three tutor groups and one assembly. Inspectors held meetings with senior leaders, groups of students, members of the governing body, the School Improvement Partner and staff. They observed the school's work and looked at performance data in relation to students' progress, students' work, whole-school and subject development plans, numerous policies, school documents and case studies. Completed questionnaires from 87 parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How well leaders at all levels ensured greater rigour in their self-evaluation and improvement planning.
- The extent to which leaders are securing improvements in teaching and learning.
- How well different groups of students make progress in their learning.
- The extent to which the curriculum meet the needs of the students in different age groups.

Information about the school

St Philip Howard is smaller than most secondary schools and oversubscribed each year. The school population is largely White British and very few students come from minority ethnic backgrounds. Very few are at the early stages of learning English. The proportion of students who have special educational needs and/or disabilities is well above average. The proportion of students known to be eligible for free school meals is below average. The school gained specialist sports status in 2005, with English designated as the second specialist subject. The International School Award was achieved in 2009. The school is a member of the Peak 11 Learning Federation and is part of the Catholic Diocese of Nottingham. At its last inspection the school was given a notice to improve as significant improvement was needed in the areas of equalities, monitoring and evaluation, teaching and learning and the curriculum.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****2**

Main findings

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. St Philip Howard is a satisfactory and improving school. Students start at the school with average levels of attainment and make satisfactory progress to reach broadly average standards in national tests and examinations by the end of Year 11. Senior leaders reacted quickly to a dip in the latest GCSE results and have taken effective steps to reverse it. Attainment is rising in response to challenging targets and improved provision.

Many aspects of the school's work have improved markedly since the last inspection:

The quality of teaching and learning is now satisfactory and improving. It is often good, but still too variable. Teachers often check students' understanding of their work frequently during lessons so that plans can be adjusted to meet students' needs. This practice is not yet consistent enough to ensure that all students make good progress.

Assessment and tracking systems are now more robust, but are not yet sufficiently embedded in practice to fully support students' learning.

The improved behaviour and attitudes of students make a positive contribution to learning in most lessons.

The school has done much to promote the spiritual, moral and social development of students.

The governing body is effective in actively monitoring, evaluating and shaping developments in the school.

The school's equality of opportunity policy is now in place and meets statutory requirements.

Leadership and management at all levels have improved. School self-evaluation is accurate and the school has taken determined action to address the development points from the last inspection.

The capacity for sustained improvement is better due to strengthening monitoring, evaluation and lines of accountability at both senior and middle leadership levels.

Staff display high levels of commitment towards every student, reflecting the school's strong inclusive ethos. This contributes positively to the personal development of all students in the school. Students interviewed during the inspection said that they liked and appreciated the 'family feel' and the fact that they know everyone and always have someone they can turn to if they have problems. Students feel valued and safe and the great majority attend regularly and enjoy school. They are actively encouraged to live healthily and most do so, for example through their participation in sports activities

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offered through the specialist subject areas. They make an outstanding contribution to the school and wider community in response to the stimulus they receive to develop their spirituality and moral awareness, for example in their involvement in the 'show racism the red card' and the 'community remembrance' projects.

The introduction of applied GCSE and other accredited courses illustrates the school's drive to widen access further and make learning more suitable to students' specific needs and interests. However, not all students are adequately catered for as these opportunities are still limited in number. Good links with local businesses and other providers help students to prepare effectively for their future economic well-being. Senior leaders have widened opportunities for work-related learning.

The school provides effective guidance to students, which informs them of their progress and how to improve their performance. This is often accompanied by interventions at a very early stage. As a result there has been a reduction in exclusions and attainment has improved. Many parents and carers commented positively on the school's responsiveness but a minority felt that their views were not sought and that they did not receive enough information about how they could support their child's learning.

What does the school need to do to improve further?

- Raise achievement in all subjects, ensuring that by July 2011 80% of lessons are good or better by:
 - ensuring all teaching staff use assessment data effectively when planning lessons so that the specific needs of all students can be met
 - ensuring teachers check regularly on learning in lessons so that all students make the greatest progress possible
 - making full use of the tracking system to identify all students at risk of missing their academic targets in good time to remedy any shortfall
 - sharing the good practice in teaching and learning across all departments to reduce the remaining variability in the quality of teaching
 - ensuring students have access to a broader range of courses through increased partnership working.
- Improve communication with parents and carers by:
 - ensuring that they are better informed about how they can support their child's learning
 - seeking their views about the school's innovations and developments.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

There are very few differences in the achievement of different groups of students in the school. In the lessons observed, students were making satisfactory progress, including those with special educational needs and/or disabilities. While overall progress measures

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had risen steadily over previous years, those based on all subjects and English dropped in 2010. Progress in mathematics, however, has improved steadily over the past three years and is now above expectations. Lesson observations confirmed the school's view that standards and progress in Year 11 have improved further. This is as a result of recent developments in teaching and learning and in the recent introduction of systems used to provide assessment information to teachers so that they can provide targeted support for individual students who are identified as underachieving. These improvements are not yet, however, seen consistently in practice across the school.

Students display a mature expectation that lessons are places where they will work and learn. The pattern of school exclusions has been significantly reduced through early intervention and the careful use of the school's internal inclusion system. This reflects the growing inclusive ethos in the school. Students are prepared well for the next stage of their lives. The numbers leaving the school who do not move on to further education, employment or training are very low. Students develop useful basic skills for employment or further study in literacy, numeracy and information and communication technology. They enjoy rich opportunities to work in groups, try out enterprise, gain productive work experience and contribute to team decision-making. As a result, students are confident when it is time to move on.

The school offers students many opportunities to confront ideas concerning belief, faith, meaning and purpose to living. Moral codes and choices are taught in religious education and in assemblies, and students told inspectors that they have many opportunities to discuss personal decisions that they must make as adults towards difficult choices.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 3 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers ensure that there is a positive working atmosphere in nearly all lessons so that students settle quickly, concentrate, enjoy their work and make satisfactory progress. The school has focused training and support for teachers on improving planning, so that the learning needs of all students are taken into account and that they benefit from interesting and challenging activities. As a result most students are fully engaged in their learning, even when working independently of their teachers. Teachers are beginning to incorporate more opportunities for students to assess their own and each other's work, and to provide more specific guidance so that students know what to do to fulfil their targets.

The curriculum now includes a wider range of suitably accredited courses for those students for whom more academic programmes are not appropriate. Links with the federation of local schools have strengthened, with a small number of students attending nearby colleges. The school has developed vocational courses in physical education and catering; the former is particularly popular, spearheaded by the school's specialism. Some students benefit from accredited life skills courses. The curriculum is enhanced by varied range of extra-curricular activities which include visits to France and Germany, a sports trip to Lanzarote and field trips in the immediate and wider area. In addition trips to Lourdes and reflection days reflect the school's ethos. Students are encouraged to take part in community events and to participate in the annual school production. Many

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students benefit from the out-of-lesson learning which stems from the school's sports specialism, and from visits to further education colleges and universities.

Good links with primary schools, involving regular visits by staff, ensure that students in Year 7 quickly feel at home. Students receive helpful guidance and support when they make choices for options in Years 10 and 11. Gifted and talented students' progress and personal well-being are nurtured through careful support and provision. The organisation of tutor groups further reinforces students' sense of security and well-being. Academic guidance has improved recently with the introduction of a new system to identify and support students at risk of falling behind with their work.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The recently restructured and extended senior leadership team has given new impetus and a renewed sense of urgency, and the headteacher has empowered senior managers to focus more sharply on those aspects of the school's work that will secure sustained improvement. For example, timely concentration on underachievement has resulted in the current Year 11 students' improved progress. The monitoring of teaching and learning by senior leaders is increasingly robust, leading to a virtual eradication of inadequate teaching.

Governors take an active interest in the school by visiting and supporting staff and involving themselves appropriately in evaluating school performance. Moreover, the governing body is now directly involved in shaping the future direction of the school. Procedures, policies and protocols to safeguard students are robust. They are closely followed and staff are appropriately trained. Good partnerships with local colleges and community partnerships support well the needs of targeted individuals and their families.

Relationships with parents and carers are usually productive but a significant minority lack confidence in the school's response to contacts made or to their views or concerns. The promotion of equality of opportunity for all students, which was a key issue raised in the previous inspection report, has been satisfactorily addressed by teachers and managers. Extensive research preceded the elaboration of a new integrated equalities policy. This policy has been extensively applied to the management of the school, particularly the tracking of progress of students both in groups and as individuals. The impact of this policy is being closely monitored by the governing body and managers in the school but its recent implementation means that it is too early to show full effect on students' progress.

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Community cohesion is seen in every part of school life. There are many school initiatives that direct students towards awareness, understanding and care for those in communities beyond the school, both at home and abroad. Managers are already planning to build links with communities further afield in the United Kingdom, in order to reduce students' rural isolation.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Views of parents and carers

The parents and carers who completed questionnaires were positive about the school and their child's education. A very small minority of parents and carers expressed concerns about behaviour, or felt that their views were not sought enough or they did not receive enough information about how they could support their child's learning. Inspectors followed up these concerns. They judged that the school has effective policies in place with regard to behaviour and procedures are followed consistently, but the remaining issues were identified by this inspection for the school to address.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Philip Howard Catholic School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 498 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 40 | 46 | 43 | 49 | 3 | 3 | 1 | 1 |
| The school keeps my child safe | 38 | 44 | 45 | 52 | 2 | 2 | 0 | 0 |
| My school informs me about my child's progress | 28 | 32 | 50 | 57 | 7 | 8 | 2 | 2 |
| My child is making enough progress at this school | 37 | 43 | 42 | 48 | 5 | 6 | 1 | 1 |
| The teaching is good at this school | 24 | 28 | 52 | 60 | 5 | 6 | 1 | 1 |
| The school helps me to support my child's learning | 23 | 26 | 46 | 53 | 13 | 15 | 3 | 3 |
| The school helps my child to have a healthy lifestyle | 30 | 34 | 41 | 47 | 12 | 14 | 1 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 31 | 36 | 42 | 48 | 3 | 3 | 1 | 1 |
| The school meets my child's particular needs | 31 | 36 | 47 | 54 | 5 | 6 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 23 | 26 | 44 | 51 | 11 | 13 | 3 | 3 |
| The school takes account of my suggestions and concerns | 23 | 26 | 41 | 47 | 12 | 14 | 4 | 5 |
| The school is led and managed effectively | 35 | 40 | 34 | 39 | 4 | 5 | 7 | 8 |
| Overall, I am happy with my child's experience at this school | 40 | 46 | 36 | 41 | 7 | 8 | 2 | 2 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 November 2010

Dear Students

Inspection of St Philip Howard Catholic School, Glossop, SK13 8DR

Thank you for making us feel welcome when we inspected your school recently. We enjoyed talking to you and appreciated hearing your views and opinions.

We found that St Philip Howard is a satisfactory and improving school. Standards are broadly average and rising, and you are making satisfactory and sometimes good progress in your lessons. You receive good guidance and support. Staff work hard to support your academic and personal progress and your attitudes reflect the school's strong ethos. You show a positive approach to your work and your attendance is good. This shows how much you enjoy school. Teaching is satisfactory but a significant proportion is increasingly good or better. You clearly enjoy a good range of learning opportunities beyond school, especially those in sport and physical education.

To help improve your school further, we have asked your headteacher, the staff and the governing body to raise your achievement in all subjects by:

- making sure that you experience consistently good teaching
- ensuring that your teachers plan carefully so that all of you make the greatest possible progress
- ensuring that teachers check regularly on your learning in lessons
- helping those of you who are falling behind to catch up in good time
- ensuring that you have access to a broader range of courses in partnership with other schools and colleges.

I have also asked them to improve communication with your parents and carers so that they can support your learning more. The school will also seek their views about school life in general.

You have a part to play. You can help by ensuring that you follow up the comments and suggestions that your teachers make to help you to improve your work. I wish you all success in the future and hope that you continue to enjoy your time at St Philip Howard.

Yours sincerely

Trevor Riddiough

Her Majesty's Inspector

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