

# Parrs Wood High School

## Inspection report

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<b>Unique Reference Number</b>	105556
<b>Local authority</b>	Manchester
<b>Inspection number</b>	377264
<b>Inspection dates</b>	21–22 March 2012
<b>Lead inspector</b>	John Coleman HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,854
<b>Of which number on roll in the sixth form</b>	371
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Suzannah Reeves
<b>Headteacher</b>	Andrew Shakos
<b>Date of previous school inspection</b>	9 February 2010
<b>School address</b>	Wilmslow Road East Didsbury Manchester M20 5PG
<b>Telephone number</b>	0161 4458786
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## Introduction

### Inspection team

John Coleman  
Sheila Kaye  
Bimla Kumari  
Peter Mather  
Clarice Nelson-Rowe

Her Majesty's Inspector  
Additional inspector  
Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 41 lessons taught by 41 different teachers. Meetings were held with members of the governing body, senior staff, heads of faculty and several groups of students. Telephone discussions took place with a very small number of parents. Inspectors observed the school's work, and looked at a range of school documentation including data showing students' attainment and progress, policies, the minutes of governing body meetings, reports from the School Improvement Partner, safeguarding records and students' work. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection and questionnaires were scrutinised from a sample of 215 students, 42 staff and from 107 parents and carers.

## Information about the school

Parrs Wood High School is a much-larger-than-average-sized secondary school. Students attending the school join from a large number of primary schools serving a wide range of local communities. The proportion of students known to be eligible for free school meals is above the national average. A higher than average proportion of students speaks English as an additional language. The proportion of disabled students and those who have special educational needs, including those with a statement of special educational needs, is above average. The school has achieved several nationally recognised awards including Investors in People and the International Schools Award. The school meets the current government floor standard.

Since the last inspection, a new headteacher has been appointed and a new head of faculty for mathematics. There has been some restructuring of senior leader posts. The Interim Executive Board, which was in place at the last inspection, transferred responsibility for governance to a new governing body in February 2011. In June 2011, the school received a Grade 3 monitoring inspection from one of Her Majesty's Inspectors. The judgement was that the school was making good progress against the points for improvement highlighted at the school's last full inspection in February 2010 when the school was removed from special measures.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This school is satisfactory and is making rapid improvement. The standards of attainment reached by students are rising and are above average. From above average starting points this represents satisfactory achievement. There are variations in students’ attainment and progress. In English and mathematics, students make mostly satisfactory progress. In science subjects, students’ progress is good. Due to the legacy of underachievement in the past, some groups of students make less progress than others over time. The decisive actions of school leaders are enabling these groups of students to quickly close the gap and make equal progress with all students. The school is not judged as good because more time is needed to fully embed the improvement in teaching and for this to be fully evidenced in students’ achievement, which is satisfactory.
- Teaching is satisfactory and sharply improving. Leaders have successfully eradicated any inadequate teaching since the last inspection. As a result of well targeted staff development, increasing proportions of teaching are good or outstanding.
- Behaviour and safety are good. Students feel safe. Arrangements for safeguarding meet requirements. Staff consistently apply the school’s expectations for students’ behaviour and they provide vigilant supervision for students. As a result students respond with mostly positive attitudes to school, which makes a good contribution to their learning.
- The sixth form is satisfactory. Students entering Year 12 have mostly above average attainment. Due to satisfactory, but improving teaching, students make satisfactory progress and reach above average standards by the end of Year 13.
- Leadership and management are good. The impact of leaders’ actions to improve the school is evidenced in the accelerating rates of progress made by students and their rising levels of attainment. This is being achieved through an increasingly good profile of teaching brought about by effective training for staff. Although achievement and teaching are judged as satisfactory they are sharply improving due to leaders’ actions.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve students' achievement from satisfactory to at least good by:
  - ensuring greater consistency in the progress across different subjects; for example, by increasing the rate of students' progress in English and mathematics to that made in science subjects
  - reducing the fluctuation in the progress made by student groups such as for girls, students known to be eligible for free school meals or White British students
  - improve the progress of students in Year 12.
- Improve the quality of teaching from satisfactory to good or better by:
  - ensuring all lessons minimise the time taken for the main learning activity to begin
  - rigorously improving any lessons where all pupils are given the same level of challenge
  - improving the skills of some teachers with regard to the effective use of ongoing assessment techniques in lessons
  - ensuring that all teachers' marking of written work helps students to know how to improve.

## Main Report

### Achievement of pupils

Students enter the school with above average skills and knowledge, they make satisfactory progress and, over recent years, students' attainment has risen steadily and is now above average overall by the end of Year 11. This represents satisfactory achievement. The rate of progress is improving due to better teaching. In most lessons, students behave well and show interest in their work. These positive attitudes make a good contribution to students' improving progress. The majority of students say they are happy to come to school and feel that they learn a lot in lessons. Students are especially confident that they develop suitable skills in communication, reading, writing and mathematics. The views of parents and carers, as shown in the questionnaires, are highly positive about the progress that students make. School records, external examination results and observations by inspectors show that students make satisfactory but improving progress. Students' progress in the sixth form is similar to the main school and is better in Year 13 than in Year 12.

There is variance in the rates of students' progress and in the standards of attainment reached in different subjects. For example, students make broadly average progress in English and mathematics but above average progress in science subjects. Some groups of students have historically made less progress than is expected nationally, such as girls, students known to be eligible for free school meals and White British students. This fluctuates over time. Currently, the school is successfully closing the gap on these inconsistencies and most groups of students are making equal progress. In lessons seen by

inspectors, the vast majority of students are making accelerated progress. Disabled students and those who have special educational needs make similar progress to all students. The school's specialism of technology makes an effective contribution to students' achievement.

## Quality of teaching

Overall, including in the sixth form, the quality of teaching is satisfactory and rapidly improving due to the impact of leaders' strategies to target staff development. Monitoring undertaken by the local authority and by school leaders shows that the profile of teaching has improved since the last inspection and, in particular, during the current academic year. Inspectors' observations confirm this improvement; most teaching seen during the inspection was good. Parents, carers and students are right to feel that students are currently taught well in this school. As a result, students are making better progress. However, more time is needed to fully embed the improving consistency of good teaching to ensure that students' overall achievement is better than satisfactory.

There are many developing areas of strength in teaching. The curriculum impacts well on students' learning, providing a well-matched range of experiences. Relationships between staff and students are good. Students respond with mostly good attitudes, which make a good contribution to their progress. Overall, teaching makes a good contribution to students' spiritual, moral, social and cultural development. Teachers have good subject knowledge and leaders deploy this effectively so that teachers are able to make maximum use of their expertise. Staff use computer technology well to deliver learning and this generates interest in students and helps sustain their concentration. Many teachers have good questioning skills which help students to develop their understanding. A very good example of this was seen in a mathematics lesson where the teacher asked the students to arrange a set of playing cards in numerical order. Mixing humour with skilfully targeted questions she asked the students, 'Can you move the lower quartile card so it stands out?' students quickly repeated this for the median and the upper quartile before the teacher asked, 'If you remove the median card what happens to the upper and lower quartiles?' Students showed excellent responses as the teacher moved learning on rapidly by demonstrating these statistical concepts on a 'box plot' shown on the whiteboard.

In some satisfactory lessons, too much time is taken over mundane introductions and explanations and this delays the beginning of the main learning activity. In other lessons, there is insufficient attention given to the different needs of students and all members of the class complete largely the same activity. This results in a lack of challenge for some students and progress is slow. The impact of teachers' marking on students' ability to improve their work and the use of ongoing assessment to check on students' understanding is variable.

## Behaviour and safety of pupils

In and around school, students' behaviour is polite and cooperative. Staff supervision is vigilant and their consistent application of the school's expectations for students' behaviour contributes greatly to the orderly school community. Students say they enjoy school and their attendance has improved markedly in the last year to be above the national average. The impact of leaders' actions to improve students' behaviour is clearly evidenced in the significant reduction in the rates of fixed-term exclusions. The inclusion faculty provides good support for students at risk of exclusion. The consequence of these improvements is that students' attitudes to learning make a good contribution to their progress and achievement. Students show a good understanding of the different types of bullying. For

example, they are knowledgeable about the safe use of the internet. The views of students who spoke with inspectors are that bullying of any kind is not an issue. Students feel safe. Some parents, carers and students who returned the questionnaire expressed concerns about behaviour and safety. Inspectors judge that while there are some instances of concerns for individual students and their families, for the overwhelming majority of students, the school makes good provision.

Procedures for ensuring the welfare, health and safety of students are suitably in place and provide well for the school community. Safeguarding arrangements meet the requirements. Risk assessments for fire hazards, premises management and school activities are each undertaken carefully. Registration and evacuation procedures are appropriate. Staff receive suitable training for child-protection requirements and first aid.

## **Leadership and management**

In the relatively short time since his appointment, the headteacher has built an effective senior team who share his vision for the school's improvement. Rigorous monitoring procedures ensure that staff are held to account for their performance. The impact of this is seen in the eradication of any inadequate teaching and the increasing proportion of teaching which is good. Self-evaluation is accurate and leaders have a secure view of the school's strengths and relative weaknesses. Middle leaders, such as heads of faculty, an area for improvement at the last inspection, provide similarly strong direction for staff to improve their work. Regular scrutiny of lessons, students' work and analysis of data tracking students' progress and attainment, results in good information being given to senior leaders and the governing body. This is used well to target staff development and to ensure that training is well matched to improving the quality of teaching. This evidences the school's good capacity to improve. Although students' achievement and the quality of teaching are judged overall as satisfactory, as at the last inspection, the profile of teaching and the rate of accelerated progress show significant improvement but needs more time to fully impact on students' outcomes given the legacy of underachievement in the school.

The governing body has quickly established a suitable range of procedures and processes, which, through an effective committee structure, successfully holds leaders to account for the school's performance. Aply led by a knowledgeable Chair, the governing body shows, through the minutes of meetings, that it provides a good level of support and challenge to school leaders. Safeguarding arrangements and all statutory requirements are met. The outcome of governing body and senior leaders' improvement plans is that significant improvement has been achieved in several areas of school. For example, students' behaviour and safety are a strength of the school's provision owing to the consistent application of the school's policies and procedures by all staff. The good, broad and balanced curriculum has been further strengthened by the provision of additional on-site courses for students which are well-matched to their future employment or training needs. The curriculum makes an effective contribution to students' spiritual, moral, social and cultural development. Students' achievement is sharply improving and, importantly, any gaps between the progress of different groups of students are closing quickly, thus ensuring an equality of opportunity for all.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



23 March 2012

Dear Students

### **Inspection of Parrs Wood High School, Manchester M20 5PG**

Thank you for welcoming the inspection team into your school when we visited you recently. We would like to share with you what we found out about your school. We judged that the overall effectiveness of Parrs Wood High School is satisfactory. These are the main reasons why we judged the school to be satisfactory and rapidly improving.

- The governing body, headteacher and school leaders are quickly improving the quality of teaching. In turn, this is improving the amount of progress which you make in learning the skills you will need in the future.
- Overall, you make satisfactory progress due to satisfactory teaching. You reach standards which are above average in the main school and in the sixth form.
- The sixth form is satisfactory and students make satisfactory progress.
- Your behaviour and safety are good. You feel safe. Staff supervise you well. Most of you are cooperative and show interest in your learning. This helps you to make improving rates of progress.

All schools need to develop and improve. We have asked that the headteacher and staff improve the quality of teaching so that more of it is good or better. Similarly, we have asked that all of you, in all subjects, make the good progress which is currently made in some subjects such as science. Due to the fact that the school is judged as satisfactory the school may receive a monitoring visit from an Ofsted inspector in the near future to check on how the school is improving.

Thank you once again for all your help. We wish you well in the future.

Yours sincerely

John Coleman  
Her Majesty's Inspector

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