

# Crompton House CofE School

## Inspection report

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<b>Unique Reference Number</b>	137294
<b>Local authority</b>	Oldham
<b>Inspection number</b>	385675
<b>Inspection dates</b>	20–21 June 2012
<b>Lead inspector</b>	Jacqueline Rothery

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>	Voluntary Aided
<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>	1,317
<b>Of which number on roll in the sixth form</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Leon Ashton
<b>Headteacher</b>	Sarah Calvert
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Rochdale Road Shaw Oldham OL2 7HJ
<b>Telephone number</b>	01706 847451
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## Introduction

### Inspection team

Jacqueline Rothery  
Tim Oakes  
Patrick Feerick  
Chris Griffin  
Jonathan Woodyatt

Additional 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 39 teachers. Three of these lessons were observed jointly with senior members of staff. Inspectors held meetings with senior staff, middle leaders, a member of the governing body and groups of students. They also analysed the questionnaires returned by 152 parents and carers, 229 pupils and 101 staff. Inspectors observed the school's work and considered a range of documentation, including self-evaluation and improvement plans, performance data, minutes of the governing body meetings, and safeguarding records. In addition, they scrutinised a sample of students' books.

### Information about the school

Crompton House Church of England School is a large school with a sixth form. The school has a higher than average number of girls. The proportion of students known to be eligible for free school meals is well below average. Most students are of White British heritage and there are no students who speak English as an additional language. The proportion of students supported at school action plus and those with a statement of special educational needs is below average. The school draws from a wide area. It includes, among its awards, Artsmark, Sportsmark and Fairtrade School. The school has achieved Healthy Schools status. The school meets the government's current floor standard, which sets the minimum expectations for students' attainment and progress.

There have been significant changes to both senior and middle leadership since the previous inspection, including the appointment of the current headteacher in January 2012.

**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>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school with a strong sense of purpose and tradition. Students, parents, carers and staff rightly show great pride in the school. It is not yet outstanding because achievement and the quality of teaching are still good overall and there are some inconsistencies in the way in which the school’s policies, procedures and systems are applied across the school.
- Students’ achievement is good across all key stages. They make good progress set against high levels of attainment on entry. The sixth form is good; retention and completion rates are high. Communication skills are developed well throughout the school.
- Most teaching is good or better. Some satisfactory teaching remains, however. Assessment data are not always used effectively to inform planning so that work is not closely tailored to students’ individual needs. At times, marking is unfocused and does not offer sufficient guidance for improvement.
- Behaviour and safety are outstanding. Students feel very safe within the school and they ensure through their behaviour that the school community is harmonious, aspirational and inclusive. They are confident in their ability to provide a respectful, orderly environment. Attendance is high and attitudes to learning are positive and enthusiastic.
- Leadership and management are good overall. Spiritual, moral, social and cultural development is strongly promoted. The headteacher ensures great clarity of direction and purpose, recognised and appreciated by students, parents and carers, staff and members of the governing body, as providing the school with pace, drive and determination in its continued journey towards excellence. Priorities are shared and understood. Subject leaders are supportive of these, although there are some inconsistencies in the application of policies, systems and procedures. The good leadership of teaching is having a positive impact on learning and performance management systems are robust.

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

- Improve the quality of teaching to be consistently good or better and raise achievement further by:
  - ensuring that teachers use systems for assessment and target-setting effectively, so that all lessons meet the needs of all pupils
  - ensuring that progress reviews lead to appropriate interventions for pupils working below or above target
  - ensuring that marking consistently records what a pupil has done well and gives clear steps for improvement.
  
- Improve the overall effectiveness of subject leaders throughout the school by:
  - ensuring the consistent application of school policies, systems and procedures.

## Main Report

### Achievement of pupils

In most lessons, progress is good. Inspectors saw little variation between subjects or across different key stages. Disabled students and those with special educational needs make good progress. Students consistently display enthusiasm for learning. They relish being challenged and working effectively in groups, teams and independently. Their secure literacy skills are frequently evident in their books and in their fluent spoken contributions in lessons. They are also resilient when presented with challenging materials, as Year 10 students showed when creating their responses to the Rossetti poem 'Sister Maude'. Students have gained overall above average standards by the time they enter Year 7. Standards and results at GCSE have been consistently significantly above average for the last three years.

In the sixth form, attainment is typically significantly above average. There was a dip in 2011, but current data indicate that this has been tackled and higher outcomes for Year 13 are secure. Progress is good from students' above average starting points.

In lessons, students typically want to do well. They are eager to answer questions and equally eager to ask questions in order to extend their knowledge and understanding. Work in books and folders is consistently well-presented, indicating good care and pride in standards. Students are fluent readers, expressing interest and engagement in their chosen texts. The school encourages this by providing dedicated reading time.

Sixth-form students tackle new and challenging learning with enthusiasm. In a psychology lesson, Year 12 students robustly gathered information on data analysis, helping each other's learning through supportive collaboration.

Almost all parents and carers who responded to the Ofsted questionnaires felt strongly that their children are making good progress and are supported in developing their skills in communication, reading, writing and mathematics. Most said that the school meets their children's particular needs. Inspectors' findings support these views.

## Quality of teaching

Questionnaire responses from parents and carers indicate that an overwhelming majority feel that their children are well-taught. Students agree. Inspectors found the quality of teaching to be good across all key stages. Most of the teaching observed was good or better. However, there remains some satisfactory teaching and some inconsistencies.

In the most effective lessons, teachers have high expectations of students. Lessons include a good variety of interesting activities which capture the students' imaginations and arouse their curiosity. Good use is made of assessment techniques to promote accelerated learning, for example through the widespread and effective use of 'mini' whiteboards and of peer- and self-assessment. In such lessons, students collaborate well together; they explore and investigate ideas. Their learning is moved forward quickly through very thorough planning, good use of questioning and effective use of resources. Support staff are deployed effectively and make a strong contribution to students' learning. Students are frequently given time for reflection; this in turn promotes deeper thinking as they are encouraged to explore ideas fully and take risks in their answers. For example, in a Year 7 lesson exploring the misuse of drugs, students were encouraged to reflect on how families could be affected and what kind of personal influences in relationships might lead to misuse.

In the most successful lessons, work is well-matched to students' needs and disabled students and those with special educational needs are supported well and challenged in their learning. For example, in the lesson looking at the Rossetti poem, the particular Year 10 group included students with special educational needs who were encouraged to question and explore issues around jealousy, within a calm, safe, secure environment. As a result, students achieved the independence to relate to a difficult text from another age and recognise timeless issues. Marking is detailed and thorough, commending students on their achievements and offering clear advice for further progress. At its very best, marking offers students the opportunity to add their comments and engage in dialogue with their teachers. Students are highly appreciative of this.

Where teaching is less effective, assessment information and data are not used effectively to plan lessons which fully meet students' needs. Reviews of progress often do not lead to timely and appropriate interventions to tackle variation in students' performance. Targets are unclear or inappropriate and students are unsure of how to improve. Marking is insufficiently detailed in feedback and does not direct students to the next steps in their learning. At times, too many activities are planned in a lesson, so that students do not have time to consolidate their learning.

Students are very articulate about their learning. Year 9 students interviewed were clear that where teaching is good, the teachers 'get you involved', there is a 'range of activities', 'you do interesting things' and 'fun subjects, like Shakespeare'. Where teaching is less good, 'you are not allowed to discuss', and students add, 'Discussion is important if it's relevant to the subject'.

## **Behaviour and safety of pupils**

The vast majority of parents, carers, students and staff are highly positive about behaviour and safety. Students' behaviour and attitudes in lessons and around school are mostly exemplary. Instances of bullying, of any nature, are exceptionally low. Students say that when bullying does occur, it is dealt with swiftly and resolved. Moreover, they are confident in their own ability to challenge behaviour that they perceive to be inappropriate, insensitive or unfair. When questioned as to how they might do this, a group of Year 9 students responded that they would not let racist or sexist comments go unnoticed; they would say something – but in a pleasant manner.

Students say that they feel safe and secure. They feel that they are treated fairly and respectfully. This is then reflected in their own desire to treat others with respect and consideration; they are aware of different needs and highly supportive of those students whose circumstances may make them vulnerable. Inspectors saw evidence of this in the highly-collaborative, inclusive nature of students' behaviour in lessons and in their outstanding contribution to creating a positive, harmonious, learning environment. They make an exceptional contribution to their own learning. Relationships throughout the school are excellent. As one Year 11 boy wrote in a letter to the inspection team, 'there is a really good community feel which is helped by the mingling of years'. The newly-introduced vertical tutoring system is seen by students as a positive step in improving this even further. The 'giant Year 13s' are seen as good role models, helping others throughout the school.

Students are punctual and attendance rates are consistently above average. Exclusion rates are consistently low. Scrutiny of behaviour records indicates that behaviour over time is excellent.

## **Leadership and management**

Leadership and management are good. The recently-appointed headteacher has made it her priority to provide the whole school community with a clear sense of purpose, vision and direction. In their responses to questionnaires, parents and carers describe her as being 'on the ball', very capable of 'taking the school forward' and all staff indicate that they are aware of what they are trying to achieve as a school.

This clarity of direction and confidence in leadership permeates the school and ensures an aspirational culture, with a strong belief that improved outcomes can be secured for all students. Improving further the quality of teaching is central to this. Leaders and managers have developed highly-effective systems of monitoring teaching and providing support and professional development opportunities to

enhance it further through improving performance. The impact of this can be seen in the improved rates of progress across all key stages. Senior leaders and members of the governing body have an accurate view of the school's strengths and weaknesses, and capacity for sustained improvement is good. There remain some inconsistencies, however, in subject leaders' application of some school policies, systems and procedures. For example, core subjects adopt slightly different approaches to marking and the use of assessment data.

The school provides a broad and balanced curriculum, well-matched to the needs of all students. The curriculum is constructed following analysis of student need and adjusted accordingly. Equality of opportunity is promoted well through the range and breadth of courses, programmes and activities on offer. For example, academic GCSEs are offered alongside applied GCSEs, BTECs and off-site learning at Oldham College. The sixth form offers a wide range of courses leading to high levels of admission into higher education. Analysis of the performance of different groups of students ensures that there are no gaps in attainment between them. All students take up further education, employment or training. Spiritual, moral, social and cultural development is promoted well and a large number of extra-curricular activities are available, with a high level of take-up by students.

Procedures for safeguarding meet all statutory requirements; child protection arrangements are exemplary. In their responses to questionnaires, parents and carers indicate overwhelmingly that they would recommend the school; as one parent comments, 'It is what truly comprehensive education is all about, challenge, experience and community.'



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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 up 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.**



22 June 2012

Dear Students

**Inspection of Crompton House Church of England School, Oldham, OL2 7HJ**

On behalf of the inspection team, thank you for making us feel so welcome when we visited your school recently. We would particularly like to thank those students who spoke with us in meetings and around the school.

Our inspection found that your school is providing you with a good education and helping you to make good progress. We were extremely impressed by your excellent conduct, the respect and consideration you show towards one another and the enthusiasm with which you approach your learning. Your achievement is good and your willingness to learn makes an exceptional contribution to that success.

The headteacher and other leaders in the school, including the governing body, lead the school well. They are ambitious and determined to ensure that you achieve the best you possibly can and they are well-supported in this by your teachers. We have asked them to make sure that all policies, systems and procedures are applied consistently across the school and also to make sure that your teachers give you clear feedback on what you can do, with appropriate targets for each one of you to improve your performance.

We hope that you will play your part in these improvements by continuing to support your school's ambitions for you through working as hard and as enthusiastically as you do now.

We wish you every success for the future.

Yours sincerely,

Jacqueline Rothery  
Lead Inspector

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