

Madeley High School

Newcastle Road, Madeley, Crewe, CW3 9JJ

Inspection dates 17–18 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress and achieve well. Attainment is above average. Achievement in mathematics is outstanding.
- Students learn particularly well when working in small groups. They enjoy supporting each other and sharing their ideas.
- Teaching is good overall with some excellent practice. Lessons are typically fast paced and include a range of interesting activities that keep students engaged and motivated.
- Students' behaviour is exemplary. They get on well and show great respect towards each other and also towards adults in the school.
- The impressive range of subjects and activities available to students greatly interests them and gives them work at the right level. This contributes to their good progress.
- The promotion of students' spiritual, moral, social and cultural development is outstanding. Students benefit from a highly effective programme of personal development and are provided with pastoral support and guidance of very high quality.
- Leaders, managers and governors have worked together successfully over the last few years and have brought about significant improvements, particularly in the quality of teaching and students' achievement. The great majority of teachers are very keen to work together, sharing strategies that work well.

It is not yet an outstanding school because

- A small amount of teaching requires improvement. In a few lessons, teachers talk too much and lead all activities so that students are not involved enough in their learning. In these lessons, questioning is not used well to check understanding and extend learning.
- Although most teachers mark work thoroughly, a few do not provide detailed feedback that helps students to improve their work.

Information about this inspection

- Inspectors observed 27 parts of lessons taught by 26 teachers. They also carried out a series of shorter visits to lessons across the school.
- Meetings were held with staff and groups of students. Telephone discussions were held with the Chair of the Governing Body and a representative of the governing body.
- Inspectors took account of 49 responses to the online Parent View questionnaire as well as the views of a small number of parents which were communicated by letter. Questionnaires completed by 32 staff were also analysed and considered.
- Inspectors scrutinised a range of documentation including: national published data and the school's own data, the school's self-evaluation, improvement plans, minutes of governing body meetings, safeguarding policies, behaviour policies and records and documents relating to setting targets for teachers to improve their work.

Inspection team

Julie Price Grimshaw, Lead inspector	Additional Inspector
William Cassell	Additional Inspector
Helen Owen	Additional Inspector
Neil Taylor	Additional Inspector

Full report

Information about this school

- Madeley High is smaller than the average-sized secondary school.
- Almost all pupils are of White British heritage and speak English as a first language.
- The proportion of pupils known to be eligible for additional support through the pupil premium funding is below average.
- The proportion of disabled pupils and those with special educational needs supported at school action or school action plus, or with a statement of special educational needs, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A small number of students undertake placements with two external providers. These are the 'RAISE project', which is run through a partnership of seven local schools and provides education for disaffected students at Key Stage 4, and The Cedars, which is a local pupil referral unit.

What does the school need to do to improve further?

- Improve the small amount of teaching that requires improvement, so that all is consistently at least good, by:
 - ensuring that lessons are not dominated too much by the teacher and that students are given opportunities to take responsibility for their own learning
 - using questioning effectively to check students' understanding and extend their learning
 - ensuring that marking and feedback always provide high-quality guidance that helps students to improve their work and make rapid progress.

Inspection judgements

The achievement of pupils is good

- From starting points that are broadly average, students make good progress overall. Their attainment by the end of Year 11 is generally above average. Over the last three years, students' achievement has been on an upward trend.
- Achievement in mathematics is outstanding. The proportion of students making better progress than typically expected is very high. The school operates an early entry policy for GCSE mathematics for some students. No students, especially the more able, are disadvantaged by this, with the majority of early entrants achieving the highest grades at GCSE. Those who do not achieve as highly as expected are given the opportunity to take the examination at a later date.
- Other subjects that perform particularly well include French and statistics, where the proportion of students achieving at the highest levels is significantly above average. Until recently, achievement in science was lower than that in most other subject areas, but there have been recent improvements and students' progress in science is now improving.
- The school uses the pupil premium funding well in a variety of ways to support the achievement of this group of students. This includes additional adult support for literacy and numeracy, resources to promote independent learning and pastoral support. As a result, these pupils achieve well and the gap between the average points scores attained by this group and that of all pupils, nationally, is closing.
- Disabled pupils and those with special educational needs make, at least, good progress. Where teachers have very high expectations of these pupils they achieve particularly well. Skilled support staff also make a considerable contribution to the achievement of these pupils.
- Students learn well when they work together in lessons, sharing ideas and providing mutual support. They respond particularly well when they are given the chance to take an active part in their learning. Progress slows when students are expected to sit passively and do not have the opportunity to take responsibility for their learning.
- The alternative provision has a positive impact on learning for the small proportion of students who attend. They benefit from the good-quality support provided in these settings and achieve well as a result.
- Students develop good skills in literacy, numeracy and information and communication technology. They are well prepared for the next stage of their education and the world of work.

The quality of teaching is good

- The overall quality of teaching is good and there are some examples of outstanding practice. Most teaching is of consistently high quality, and helps students to develop their literacy and mathematical skills very well through subject learning.
- Teachers pay close attention to planning lessons that set students work at the right level. Resources are chosen carefully to support a variety of interesting and engaging activities that motivate students to learn. Questioning is used well to check that students understand the work, and also to extend students' knowledge. In most lessons, learning moves at a brisk pace.

- Teachers set different tasks for groups of students depending on their ability levels and check students' learning regularly during lessons. There is a great deal of emphasis on team working, with teachers providing good-quality advice and guidance to groups of students, as well as offering encouragement through regular praise.
- Where teaching is outstanding, teachers use data describing students' prior attainment extremely well to set work that is precisely matched to students' individual abilities. Expectations of what students can achieve are very high. Learning is checked frequently throughout the lesson and tasks are reshaped as necessary to ensure that students make excellent progress. This was evident in a science lesson where the teacher used information on how well students were doing to highlight precisely the different areas that students needed to work on. A range of tasks, carefully chosen for each individual, was then provided which resulted in students making rapid progress.
- In the few lessons where teaching requires improvement, lessons are too teacher-dominated and students are asked to complete repetitive tasks. There are missed opportunities for teachers to use questioning to extend students' learning.
- The large majority of teachers adhere closely to the school's policy on marking and provide good-quality feedback to students. Consequently, students are aware of the level at which they are working and know what they must do to improve. However, where teaching is less effective, written feedback does not include detailed comments and students gain little from this marking.

The behaviour and safety of pupils are outstanding

- Students are polite, well mannered and considerate. They understand the importance of courtesy and are respectful to one another and to staff. Their behaviour around the school at break times and lunchtimes is exemplary.
- Students have excellent attitudes to learning. They say that teachers 'make lessons fun and interesting' and are strongly motivated to achieve. When working in groups, they value each other's views and enjoy collaborating to solve problems set by their teachers. Students develop confidence and resilience as learners, and this supports their good progress.
- Incidents of bullying are rare. Students say that bullying is not an issue at the school and that they are confident that adults would deal appropriately with any concerns. They have an excellent awareness of issues related to homophobic bullying, as reflected in the school's recent designation as a Stonewall School Champion.
- Students say that they feel safe at school. They have a very good understanding of how to stay safe and are fully aware of the potential risks associated with internet use.
- Behaviour is consistently well managed across the school and staff provide pastoral support of outstanding quality. An excellent programme of personal development supports students' well-being.
- There are numerous opportunities for students to take on responsibilities. For example, they can represent their peers through involvement in the Madeley Parliament, share their views and ideas in the eco council or train as peer mentors.

- The great majority of parents who responded to the Parent View questionnaire feel that their children are safe and happy at school.
- Exclusions are low and attendance is above average. There have been excellent improvements to attendance rates for those students who attend the alternative provision.

The leadership and management are good

- Leaders have a clear vision for the school that is communicated to staff and students. Issues from the previous inspection have been addressed and there have been significant improvements to teaching and achievement over recent years.
- Leaders, managers and governors have a very accurate awareness of the school's key strengths and areas for development. This enables them to identify key priorities, which are detailed in well directed action planning.
- There are strengths in the management of teaching and learning. A range of strategies have been used, including staff workshops, opportunities for mutual support and in-house professional development. Excellent opportunities for teachers to share best practice and combine their ideas have led to many teachers improving their work to become outstanding practitioners. However, leaders are aware that a small number of teachers have not benefited, as much as the majority, from the school's drive to improve the quality of teaching. Consequently, a small amount of teaching requires improvement.
- Staff performance is well managed. Teachers' targets are securely linked to whole-school priorities and departmental areas for improvement as well as aspects of personal professional development. These targets are reviewed during the year and teachers are provided with helpful support throughout the process.
- The school promotes equality well by ensuring that all students have access to a wide range of courses that appeal to students' interests and meet their needs. There is an excellent variety of interesting and enjoyable enrichment activities that bring learning to life. For example, Year 7 students recently took part in a humanities enrichment day, which included the chance for them to invent social networking site profiles for various historical characters. Other examples of enrichment include a Young Chef competition and a range of literacy and language workshops. These make an excellent contribution to students' learning.
- Promotion of spiritual, moral, social and cultural development is a strength of the school's work. This is evident across curriculum subjects and also through the numerous activities within the local community that students readily engage with. For example, as part of a functional-skills activity in mathematics, Year 8 pupils made over 100 shoeboxes for the Samaritans Christmas appeal. Students are exceptionally enthusiastic about their fundraising for various charities, having raised a considerable sum for Children in Need as well as a number of local charities.
- The local authority has an accurate view of the school's effectiveness and provides 'light touch' support. There are good working relationships between the school and the local authority.
- Leaders check carefully on the quality of education of students undertaking the alternative provision offsite and make sure that it is helping these students to succeed.
- Safeguarding arrangements meet requirements.

■ The governance of the school:

- Governors are fully involved in evaluating the school's work and monitoring leaders' progress in tackling priorities for improvement. They have a good understanding of data on students' progress and attainment and a clear awareness of the school's performance in comparison with that in other schools. The governing body understands the quality of teaching across the school and is involved in discussions on staff performance, being keen to reward excellence in teaching while ensuring that pay progression is not automatic in any cases of underperformance. They understand the importance of providing challenge as well as support. Governors oversee the school's spending of the pupil premium funding and monitor its impact on achievement. They manage the school budget well. Governors have been trained and have the skills and knowledge needed to carry out their roles.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124410
Local authority	Staffordshire
Inspection number	403557

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

Type of school	Secondary
School category	Community
Age range of pupils	11-16
Gender of pupils	Mixed
Number of pupils on the school roll	647
Appropriate authority	The governing body
Chair	Anne Becket
Headteacher	Martin Kerridge
Date of previous school inspection	12 December 2007
Telephone number	01782 297200
Fax number	01782 297222
Email address	office@madeley.staffs.sch.uk

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