

Fleetwood High School

Broadway, Fleetwood, Lancashire, FY7 8HE

Inspection dates

19–20 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- Students' achievement in mathematics is inadequate. Although achievement is starting to improve, attainment in mathematics is too low. Too many students do not make enough progress.
- Not enough is done to develop students' mathematical skills when they are in Years 7 to 9 and they do not get enough opportunities to solve mathematical problems.
- Although the quality of teaching is improving, there is still too much that requires improvement. There is not enough good teaching to accelerate students' progress at a faster rate.
- Work is not always set at the right level for students and teachers' marking does not always tell students how to improve their work.
- Students do not have enough opportunities to find out things for themselves because teachers do not keep their explanations brief and to the point.
- In a minority of lessons, students' behaviour disrupts teaching and learning and staff are inconsistent in applying the school's procedures to deal with unacceptable behaviour.
- Subject leaders are not checking on the quality of teaching and the work produced by students robustly enough, especially in mathematics.

The school has the following strengths

- New leaders are giving the school a clear view of how successful it could and should be. This is giving the school a solid foundation to make further improvements.
- Governors have improved the way they check on the school's work.
- Around the school and in the majority of lessons where teaching is good or better, students behave well and they feel safe.
- As a result of the senior leaders' more rigorous monitoring and higher expectations, the quality of teaching is improving and, overall, achievement is rising.

Information about this inspection

- Inspectors observed teaching and learning in 39 lessons taught by 37 teachers. Two observations were carried out jointly with senior leaders. Inspectors also observed an assembly and tutorial time where students received additional support in mathematics before the start of the school day. Inspectors looked closely at a range of students' written work in their books, especially in mathematics.
- Inspectors held meetings with senior and middle leaders, groups of students, three members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documents including: self-evaluation summaries; the school and subject development plans; data relating to students' progress and achievement; analyses of attendance and exclusions; documents relating to students' behaviour and safety; and minutes of meetings of the governing body.
- The inspection team took account of the 35 responses to the online questionnaire (Parent View). They also looked carefully at the responses from staff to their questionnaire.

Inspection team

Stephen Wall, Lead inspector	Additional Inspector
Mark Shenton	Additional Inspector
Denah Jones	Additional Inspector
Janet Renou	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Fleetwood High School is smaller than most secondary schools.
- The proportion of students for whom the school receives the pupil premium (additional government funding for students known to be eligible for free school meals, those in the care of the local authority and those from armed services families) is well above average.
- Nearly all students are of White British heritage.
- The proportion of students supported through school action is above average.
- The proportion of students supported at school action plus or with a statement of special educational needs is broadly average.
- The school does not meet the government's current floor standard that sets the minimum expectation for students' attainment and progress.
- A small number of students attend part-time vocational courses at Blackpool and Fylde College and a very small number of students who are excluded from school temporarily attend the local authority's McKee centre.
- The school is a Trust School working in partnership with another secondary school and the local college, both of whom are represented on the governing body.
- The headteacher has been in post since May 2012.

What does the school need to do to improve further

- Improve further the quality of teaching across the school so that all teaching is at least good in order to raise students' achievement by:
 - making sure that teachers give activities to students in lessons are neither too easy nor too difficult
 - making sure that students have more opportunities to find things out for themselves rather than relying too much on the teacher
 - making sure teachers avoid over-long introductions to lessons so that students remain enthusiastic and want to learn
 - improving the consistency and quality of marking so that it shows students what they need to do to improve their work
 - making sure that teachers apply the school's policies and procedures for dealing with poor behaviour consistently well.
- Improve achievement in mathematics and ensure that all students make at least good progress by:
 - raising teachers' expectations of what students are capable of achieving
 - making sure that students gain a firm grasp of basic mathematical skills in Key Stage 3 so that they are able to tackle more difficult tasks in Key Stage 4 with greater confidence and ease
 - providing more opportunities for students to apply their mathematical skills in solving problems.

- Improve leadership and management by making sure that subject leaders check rigorously on students' achievement and the quality of teaching in their areas of responsibility and use the outcomes to identify and tackle areas for improvement, especially in mathematics.

Inspection judgements

The achievement of pupils

is inadequate

- Achievement in mathematics is inadequate. Too few students make the progress expected of them from their starting points. The proportion of students attaining GCSE grades A* to C has been well below average.
- School data, supported by inspection evidence, show that the pace of improvement in mathematics is starting to pick up because the quality of teaching is getting better. However, students make slower progress in mathematics than in other subjects, including English, because too much teaching in mathematics still requires improvement and a small amount is inadequate. Teachers' expectations of what students are capable of achieving in mathematics, although rising, are not yet as high as they should be.
- Too many students struggle with GCSE work in mathematics because they do not enter Key Stage 4 with secure foundations and understanding or a sound knowledge of basic mathematical skills to enable them to tackle harder work with confidence.
- Students join the school with attainment that is generally below average. In most subjects, including English, students make the progress expected of them but too few make better progress than this which is why achievement is not good.
- Attainment in English has risen steadily in recent years to just below average. School data, again confirmed by inspection evidence, show that the upward trend is set to continue in 2013.
- The average GCSE points scores of students known to be eligible for free school meals is below that attained by students nationally. These students attain approximately half a grade lower at GCSE level in English and mathematics than other students in the school. New leaders have given a much sharper focus to how pupil premium money is spent to support those students for whom the funding is intended. As a consequence, the attainment gaps are starting to close.
- The school uses the Year 7 catch-up funding effectively to provide extra support for students who join the school with skills and abilities that are below those expected for their age in literacy and numeracy. School data show that these students make rapid progress in developing their basic skills as a result.
- Most disabled students or those with special educational needs and those who are looked after by the local authority make the progress expected of them and a growing proportion is doing better than this.
- The school enters some students early for GCSE in English and mathematics. The results are used to reorganise teaching groups to allow more targeted support to boost students' grades further. Consequently, students are not disadvantaged by early entry.
- The progress of students who attend part-time vocational courses at Blackpool and Fylde College and receive education at the McKee centre is checked on meticulously. Almost all make the progress expected of them.

The quality of teaching

requires improvement

- The quality of teaching remains too variable in mathematics. The proportion of good teaching is growing but a small amount is inadequate and too much still requires improvement. Generally, teachers of mathematics do not set tasks that are at the right level of difficulty for students and do not give students enough opportunities to apply their numeracy skills to problem solving. These factors slow the progress that too many students make.
- The quality of teaching in other subjects is improving more securely. During the inspection the majority of teaching that inspectors observed in lessons other than mathematics was good. In these lessons the pace of teaching was brisk and there was a good variety of activities to keep students interested. Activities were pitched at the correct level of difficulty and students enjoyed the challenges presented. Teachers asked probing questions that made students think hard

before answering. Above all, students enjoyed learning in these lessons.

- Where teaching is less successful it is characterised by:
 - students being given tasks that are too easy for some and too difficult for others, which causes some frustration and low-levels of disruptive behaviour
 - teachers giving explanations that are too long, again frustrating some students when they are ready and eager to get on with things on their own
 - the expectation that students will write at length rather than engage in discussion and debate and be more actively involved in their own learning
 - marking that is not regularly done or is of the necessary quality to help students understand what they need to do to improve their work.
- Teachers have improved the support provided for lower-attaining students in Key Stage 3. This is improving their reading and writing skills in particular because teachers are checking students' work more rigorously. As a result students' literacy skills are improving securely. Many students say that they enjoy reading, especially those in Years 7 and 8.
- Support to help lower-attaining students develop their basic skills in mathematics in the Year 7 nurture class is also proving to be effective. However, students' overall grasp of basic mathematical skills across Key Stage 3 remains insecure.

The behaviour and safety of pupils

requires improvement

- Although behaviour requires improvement it is improving because of the introduction of better ways of managing inappropriate behaviour. Behaviour is still not good because in a minority of lessons teachers are not always consistent in the way they manage unsuitable behaviour. Students' behaviour sometimes slips in the less exciting lessons.
- Students say that they feel very safe in school. They talk knowledgeably about what constitutes potentially risky situations and how to deal with or avoid them. They are fully aware of the dangers posed by misuse of the internet.
- Students say that behaviour is improving. Records relating to instances of poor behaviour show this to be the case. Students praise the headteacher's firm stance on dealing with poor behaviour because more often now they are able to learn better in lessons without disruption.
- In the majority of lessons students behave well. However, in lessons which do not engage their interest fully, there is a rise in chatter or lethargy.
- Students and staff praise the introduction of 'The Fleetwood Way' that sets out expectations of how students are expected to behave and the consequences of not following the behaviour code. They say that most teachers apply sanctions fairly and in line with the new code but that sometimes teachers do not follow procedures in dealing with poor behaviour. Inspection evidence confirms their view.
- Around school students generally behave sensibly. They treat each other and the adults working with them with respect
- Students say that bullying of any kind, including homophobic bullying is rare and the school's records support this. They say that on the rare occasions that bullying happens, it is dealt with swiftly and effectively.
- Although below average, attendance is improving swiftly because the importance of good attendance has been given a much higher profile and procedures to check on absence have been tightened.
- The safety and attendance of students who are taught off site is checked on regularly and effectively.

The leadership and management

requires improvement

- Despite recent improvements to leadership more needs to be done in order to secure good teaching and good achievement in all subjects, particularly in mathematics. New leaders have

injected a much-needed sense of purpose into the school and a clear vision for how successful the school should and could be. Leaders and managers now have a realistic view of how effective the school is and action plans set out clearly what needs to be done to drive sustained improvement.

- While the quality and consistency of leadership in different subjects is improving, it is too variable. Subject leaders generally are not doing enough to robustly check on the quality of teaching and the resulting work produced by students in their subject area. This is especially so in mathematics where the monitoring of the quality of teaching is weak and the standards achieved by students and the work they produce in books require improvement or are inadequate.
- Senior leaders monitor the quality of teaching more rigorously than previously. They are now focusing on improving students' outcomes and raising teachers' expectations. There is a much stronger link between the targets set for students' progress and the management of staff performance and salary progression than previously. These higher expectations are fully understood by staff and the proportion of teaching that is good is improving securely as a result, demonstrating that the school has the capacity for sustained improvement.
- While equality of opportunity is generally adequately promoted in most areas of the school's work, underachievement in mathematics means that the students do not all achieve as well as they should, therefore the promotion of equality of opportunity is inadequate overall. The school's leaders and managers accept the need to close the gap in achievement between students for whom the school receives the pupil premium and other students at an even faster pace.
- The curriculum is carefully planned to provide students with courses and qualifications appropriate to their needs and abilities. Schemes of work for different subjects are generally thoughtfully constructed, although in mathematics insufficient attention is given to fostering students' basic skills in numeracy and to making sure that they have more opportunities to apply their skills to problem solving. There is a good range of popular enrichment activities that support students' personal development and their spiritual, moral, social and cultural development effectively.
- New leaders are strengthening links with parents significantly. The quality and regularity of communication has been much improved. Reports on students' progress have also been made more regular and informative. Responses from parents on Parent View are unanimous in recommending the school to other parents.
- Policies and procedures for safeguarding students are fully in place and give no cause for concern.
- Since the arrival of the new headteacher, the school is working increasingly closely with its Trust partners to share best practice in teaching. However, the full impact of this on students' achievement in mathematics has yet to be realised.
- The local authority provides effective support for the school to improve standards in teaching and achievement across a range of subjects, including English. However, support for improving standards in mathematics has been less effective.
- **The governance of the school:**
 - Since the appointment of the new headteacher, the governing body has become more active in challenging the school and holding it more rigorously to account. The headteacher has improved the quality of information to the governing body so that it now has a better understanding of the school's strengths and weaknesses, including the quality of teaching and where it needs to improve. The governing body now has a firm grasp on the school's finances. However, before the arrival of the new headteacher, decisions to tackle robustly the financial consequences of a falling school roll were not faced up to with the result being a large budget deficit. New leaders, with the support of the governing body, are now taking appropriate and decisive action to tackle this. The governing body now understands the performance management of staff and its role in deciding on salary progression. Through improved training, the governing body is using data more effectively to check on how well the school is performing in comparison with similar schools across the country and to keep up to date with

educational developments.

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	119771
Local authority	Lancashire
Inspection number	401874

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	720
Appropriate authority	The governing body
Chair	Jan Finch
Headteacher	Richard Barnes
Date of previous school inspection	16 September 2009
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