

# Stretford High School

Great Stone Road, Stretford, Manchester, Lancashire, M32 0XA

**Inspection dates** 8–9 May 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- After the previous inspection in 2008, achievement dipped significantly. It has recovered strongly in recent years and students now achieve well.
- Attainment has improved in recent years and is now average and rising.
- The majority of students make the progress expected of them. The proportion doing better than this has grown over the last three years and now compares favourably to national figures.
- Students who are known to be eligible for the pupil premium and students who are disabled or with special educational needs also make good progress and achieve well because of the highly effective care, guidance and support that the school provides for them.
- Teaching is usually good with some that is outstanding. Most teachers have good subject knowledge and use questioning well to make students think deeply about what they are learning.
- Students behave well in lessons and around the school. They are polite and friendly to each other and to the adults working with them. Most students have positive attitudes to learning.
- Students feel very safe in school.
- Leaders and managers, including the governing body, have a clear view of the school's strengths and where it could do better. They drive the school purposefully forward.

### It is not yet an outstanding school because

- Not enough students make good or better progress over time for achievement to be outstanding, especially the more-able students.
- A small amount of teaching requires improvement and not enough is yet outstanding.

## Information about this inspection

- Inspectors observed teaching and learning in 36 lessons taught by 36 teachers.
- Inspectors held meetings with senior leaders, groups of teachers and teaching assistants, groups of students, members of the governing body and a representative from the local authority.
- Inspectors scrutinised a wide range of documentation including: information on students' achievement; school records relating to the monitoring of teaching, behaviour, attendance and safety; school policies; minutes of meetings of the governing body; and the school's own summary of its effectiveness.
- Inspectors took account of 11 parental responses on Parent View as well as summaries of parental views gathered by the school from questionnaires.

## Inspection team

Stephen Wall, Lead inspector

Additional Inspector

Lyn Field

Additional Inspector

Kath Harris

Additional Inspector

James McGrath

Additional Inspector

## Full report

### Information about this school

- Stretford High School is smaller than most secondary schools across the country. However, the number of students has grown significantly in recent years as a result of increasing demand for places.
- The proportion of students from minority ethnic backgrounds, chiefly Indian or Pakistani, is well-above average, as is the proportion of students that speak English as an additional language,
- The proportion of students known to be eligible for the pupil premium is well-above average. (The pupil premium is additional funding for those students who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of students supported through school action is in line with the national average.
- The proportion of students supported by school action plus or with a statement of special educational needs is nearly twice the national average.
- The school meets the government's current floor standards that set minimum expectations for students' attainment and progress.
- A small number of students attend part-time, vocational courses at Trafford College.
- The headteacher was appointed in 2011.

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

- Make sure that all teaching is at least good and increase the proportion that is outstanding to raise achievement further, especially for the more-able students, by ensuring that:
  - teaching always sets tasks for the more-able students that reflect their abilities and challenge them sufficiently
  - teachers consistently inject pace and variety into their teaching to keep students fully involved in their learning
  - all students present their written work neatly and with more pride
  - the marking of students' written work is always done regularly and is of good quality in showing students what they need to do to improve and giving them opportunities to respond to teachers' comments.

## Inspection judgements

### The achievement of pupils is good

- Students join the school with skills that are generally well-below those normally expected.
- Attainment has improved in recent years and is now average.
- In 2012, the proportion of students attaining five or more GCSE passes including English and mathematics at Grade C or above was below average. It was lower than the school target because fewer students attained the higher GCSE grades in English than the school predicted; predictions which in previous years had been highly accurate. School data, confirmed by inspection evidence from lesson observations and scrutiny of students' work, show that attainment is set to rise significantly in 2013 and continue the upward trend of previous years.
- The majority of students make the progress expected of them from their starting points. The proportion of students making better progress than this has increased in recent years and now compares favourably overall with national figures. However, a larger proportion of lower-ability and middle-ability students do better than expected in comparison to the more-able students because not all teaching is challenging enough for those who are quick learners.
- Students known to be eligible for free school meals achieve well. Their attainment is above that of similar students nationally. In comparison to other students in the school they attain on average approximately one quarter of a GCSE grade lower. The attainment gap in English and mathematics with students who are not known to be eligible for free school meals has closed rapidly in recent years and shows the school's effective commitment to providing equality of opportunity.
- Students who are disabled or with special educational needs achieve very well because of the highly effective support that they receive.
- Students from minority ethnic backgrounds and those who speak English as an additional language achieve as well and sometimes better than other students because of, again, the very good support they receive. This demonstrates the school's strong and effective commitment to tackling discrimination.
- Students who attend part-time vocational courses at Trafford College enjoy their courses and make good progress.
- The school enters some students early for GCSE mathematics. Those who gain A or A\* grades embark on preparation for advanced level mathematics. Others continue with mathematics to improve their grades further. Students are not disadvantaged, therefore, by the early entry policy.
- The school uses Year 7 catch-up funding effectively to provide extra support for lower-attaining students in reading. School data show convincingly that these measures accelerate securely the progress that these students make.
- Students' basic skills in literacy and numeracy are good. Students speak confidently, write accurately and read regularly. Many students spoken to during the inspection said that mathematics was their favourite subject because they enjoy the challenge.

### The quality of teaching is good

- The quality of teaching has improved significantly in recent years because leaders and managers have stepped up the rigour with which its quality is checked and have set more demanding targets for students' progress.
- Where learning is at its best it is as a result of outstanding teaching. Lessons move along at a fast pace and the level of challenge for students' differing abilities and needs is pitched at exactly the right level of difficulty. They enjoy working on their own and finding things out for themselves, only relying on the teacher to prod them in the right direction when necessary.
- In a Year 10 English lesson, for example, students worked in groups on different activities that

varied in difficulty. They relished the challenge, shared their ideas maturely and contributed confidently to discussions. The teacher checked constantly on each group's progress and nudged them in the right direction with astute questioning. As a result students made excellent progress and enjoyed their learning immensely.

- Where teaching is less than outstanding, pace and variety are sometimes not enough to keep students fully involved in their learning at all times. This holds back progress on a few occasions.
- Teachers are using the improved information about what students know and are capable of, with increasing success, to plan activities that are neither too hard for some nor too easy for others. However, in some lessons, activities for the more-able students are not hard enough and this sometimes slows the progress that they make.
- The teaching of English and mathematics is consistently good with some that is outstanding. As a result students make rapid progress in developing their reading, speaking, writing and number skills. Consequently, students are able to apply these skills to real-life situations or problems. This equips them well for future education, training or employment.
- Teaching assistants make a valuable contribution to supporting the learning of students who are disabled or have special educational needs.
- The quality of marking is inconsistent. Some books are not marked regularly or with enough attention to providing comments to show students what they need to do to improve. Untidy presentation and handwriting are sometimes accepted without comment or insistence on improvement.

### **The behaviour and safety of pupils** are good

- Students enjoy school. Attendance has improved significantly in recent years. The vast majority of students attend regularly. Punctuality to school has improved rapidly because leadership has taken a tougher stance and has stressed successfully its importance with students and parents.
- In lessons and around school students behave well. Most students have positive attitudes to learning and give of their best. Occasionally, where teaching fails to involve students fully in their learning, some students chatter idly too much and pay too little attention.
- Students say, and school records confirm, that bullying of any kind is extremely rare and that it is dealt with effectively on the rare occasions that it happens.
- Students show good understanding of what constitute potentially dangerous situations and how to deal with them or avoid them. Their knowledge of the potential risks of using the internet and social networking sites is secure.
- The attendance and welfare of students who attend courses at Trafford College are monitored meticulously.
- Students enjoy taking on the wide range of responsibilities that the school gives them. For example, older students act as buddies to younger students.
- Students' work in the local community, for example with Lancashire County Cricket Club and Manchester United Football Club, adds to the school's growing reputation and is pivotal in developing students' self-esteem and personal development.

### **The leadership and management** are good

- Leaders and managers have a clear view of what the school does well and where it could do better. Teamwork is strong in pursuit of improvement.
- The rigour with which the quality of teaching is checked on has been stepped up and weaker teaching has been challenged effectively. As a result the quality of teaching has improved in recent years and achievement has risen significantly. However, the quality of checking on the standards of students' written work and its presentation is not yet rigorous enough.
- Tracking of students' progress towards demanding targets has been refined and used more effectively to hold staff to account. This forms the basis of performance management, which is

used effectively to underpin decisions about movement up the salary scale for teachers.

- Outstanding leadership and management of provision for students who are disabled or who have special educational needs ensures that these students achieve well and receive care, guidance and support of the very highest quality.
- The curriculum meets students' needs well. It provides students with a good range of opportunities to develop and use their skills in literacy and numeracy across a wide range of subjects. The extensive range of enrichment activities in school and in the local community add significantly to students' personal development and their good spiritual, moral, social and cultural development.
- Leaders and managers have established positive relationships with parents, the vast majority of whom value the school highly.
- Policies and procedures for safeguarding are fully in place and give no cause for concern.
- The local authority provides light touch support for this good and improving school.
- **The governance of the school:**
  - Under the highly committed and enthusiastic leadership of the Chair, the governing body holds the school rigorously to account. It uses information about the school's performance knowledgeably to compare its effectiveness with other schools both locally and nationally. The governing body knows the quality of teaching and has fully supported senior leaders in the drive to improve its quality. The governing body understands fully the operation of performance management and monitors closely its link with salary progression. The governing body has a firm grip on the school's finances including how effectively pupil-premium funding is allocated and used to raise achievement. Governors take part in regular training to keep themselves abreast of developments and to hold the school to account for its effectiveness.

## 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

<b>Unique reference number</b>	106370
<b>Local authority</b>	Trafford
<b>Inspection number</b>	412035

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

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	779
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karina Carter
<b>Headteacher</b>	James Haseldine
<b>Date of previous school inspection</b>	13 February 2008
<b>Telephone number</b>	0161 8761850
<b>Fax number</b>	0161 8761851
<b>Email address</b>	jhaseldine@stretfordhigh.com



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