

# Harrop Fold School

Hilton Lane, Worsley, Manchester, Lancashire, M28 0SY

**Inspection dates** 25–26 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- In the large majority of lessons, teaching is good and some is outstanding. This is having a positive impact on students' progress.
- Given their starting points, almost all students make good progress throughout the school.
- This is a very inclusive school where every student is well cared for through the school's strong pastoral care systems.
- Bullying is rare and students say they feel very safe. This view is supported by the vast majority of parents.
- The behaviour of students and their attitudes to learning are good.
- The curriculum provides students with an appropriate range of subjects and topics that ensures that they enjoy school. This contributes well to their good spiritual, moral, social and cultural development.
- Senior leaders and the governing body know the school's strengths and what needs to be done to improve it further. They, together with all other members of the school community, and known as 'Team Harrop', are a strength of the school.
- 'Team Harrop' demonstrates a commitment and determination to raise standards further and improve the quality of education students receive.
- The involvement of the school as a strategic partner in a teaching school alliance is a strength. The support the school receives through the partnership helps to promote improvement in the quality of provision.

### It is not yet an outstanding school because

- A minority of teaching requires improvement and not enough is outstanding.
- Not enough students make good or better progress in mathematics.

## Information about this inspection

- Inspectors observed 32 part lessons taught by 32 teachers. Two lessons were observed jointly with members of the senior leadership team. Inspectors also visited 14 other lessons during short visits to classrooms.
- Inspectors looked closely at the school’s work, including documents relating to behaviour and safeguarding, minutes of meetings of the governing body, and the school’s analysis of how well it is doing and its improvement plan.
- The inspectors looked closely at the school’s information on students’ progress and students’ work, documents relating to behaviour and safeguarding and minutes of meetings of the governing body.
- Meetings were held with four groups of students, staff and four members of the governing body, a representative of the local authority and a headteacher from another school who is providing support and advice to the school.
- A telephone conversation was also held with another member of the governing body.
- There were too few responses from parents recorded in the online questionnaire (Parent View) to provide a reliable impression of parents’ views. However, the inspectors took account of the 93 responses to the parents’ questionnaire carried out by the school in May 2013. The inspectors also took account of the 46 responses to the staff questionnaire.

## Inspection team

Alan Parkinson, Lead inspector	Additional Inspector
Lenford White	Additional Inspector
Jane Holmes	Additional Inspector
Bernard Robinson	Additional Inspector

## Full report

### Information about this school

- Harrop Fold is a smaller than average sized secondary school.
- The proportion of students known to be eligible for the pupil premium is well above the national average. The pupil premium is additional funding for those students who are known to be eligible for free school meals, children of service families and those children who are looked after by the local authority.
- The proportions of students from minority ethnic backgrounds and those who speak English as an additional language are below the national averages.
- The proportion of disabled students and those who have special educational needs supported through school action is above the national average. The proportion of those supported through 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 students' attainment and progress.
- The school enters students for some GCSE examinations earlier than usual.
- The proportion of students that leave or join the school at times other than the start of Year 7 is below the national average.
- The school is a strategic partner in a teaching school alliance with another local school.
- Since the previous inspection, the school has experienced significant changes in staffing levels and, until recently, was unable to have a full complement of staffing due to financial restrictions.
- Since the previous inspection, the school has agreed a 10-year recovery plan with the local authority to reduce the substantial deficit budget.

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

- Improve the quality of teaching so that it is always at least consistently good and more of it is outstanding in order to further increase the proportion of students making good progress, particularly in mathematics, by:
  - increasing teachers' expectations of what students can achieve
  - ensuring that resources used in lessons and the activities are always highly focused to more closely match the needs of every student in the class
  - creating further opportunities for students to participate more actively in their learning.
- Increase attainment in mathematics further, and the proportion of students who make good or better progress, to bring it to at least the same as that for English, by ensuring that all groups of students make more rapid progress that is sustained over time.

## Inspection judgements

### The achievement of pupils is good

- Students' attainment on entry to the school in Year 7 is well below the national average.
- Over recent years, there has been an upward trend in the proportion of students achieving five or more GCSE passes at A\* to C including English and mathematics from 38% in 2010 to 58% in 2013 although it fell slightly in 2012. The fall in 2012 was due to a large number of students joining the school during Years 10 and 11 with low prior attainment that lowered the school's overall results compared to those for students that had been in the school since Year 7.
- The proportion of students gaining five or more GCSE passes at grades A\* to C, including English and mathematics in 2013, was broadly in line with the national average having been well below the national average in previous years.
- In 2013, the results indicate that the proportion of students gaining A\* to C grades in English was broadly in line with the national average having been well below in 2012. However, the proportion of students gaining A\* to C grades in mathematics, although increasing in 2013, remained well below average.
- The proportion of students making at least average progress in English and in mathematics fell in 2012. In 2013, the proportions of students making average progress and good progress in English increased to broadly in line with the national average but are lower for mathematics. Current data shows that the rates of progress of Year 11 students is accelerating in both English and in mathematics is rising. This is confirmed by lesson observations and scrutiny of students' work.
- Recent further improvements in the quality of teaching and the work seen in students' books shows more rapid progress being made in mathematics with the gaps between English and mathematics beginning to close. However, although achievement is improving, particularly in mathematics, it is too soon to show that students' progress and attainment is good enough over a sustained period.
- The school's robust system to check on the progress of students indicates that attainment and progress will continue to rise in 2014. The school uses this information well to identify at an early stage those who are at risk of falling behind in their learning who need additional support. For example, the additional support given to students identified as needing to improve their reading skills has been particularly effective.
- Almost half of the students have reading skills that are below those typically expected for their age when they enter the school. The introduction of a new reading programme has had a very positive impact, particularly in raising the reading age of a significant number of students.
- Although the school enters students early for their GCSE examination in mathematics, all students re-take the examination at the end of Year 11. In 2013, there was a significant increase in the proportion of students achieving the higher grades.
- Students who are eligible for the Year 7 catch-up premium and those supported by the pupil premium receive additional support to develop their English and mathematical skills. As a result, the effective use of this funding to provide additional teaching resources, one-to-one tuition and small group work, they make good progress and the gap between their attainment and that of all other students is closing in reading particularly.
- In 2013, students known to be eligible for free school meals achieved similar GCSE grades compared to all other students in English and approximately one-third of a GCSE grade lower in mathematics. However, the school's information on the current Year 11 shows that the gaps are closing further. This is because the funding is well spent on additional staffing and activities to provide support to those students at risk of falling behind.
- Disabled pupils, those with special educational needs, those from minority ethnic backgrounds and those who speak English as an additional language are well supported in their learning, make good progress and achieve well.
- The few students from minority ethnic backgrounds and those who speak English as an

additional language make similar progress and sometimes better progress than their classmates.

### **The quality of teaching is good**

- Teaching has improved since the previous inspection and teaching in a few lessons is outstanding. Following the recent appointment of additional staff, class sizes have been reduced resulting in more effective and stable teaching.
- Students say they are well taught and enjoy their lessons. This view is supported by the vast majority of parents. The good relationships between students and teachers and between students themselves promote positive attitudes to learning. This enables them to work well together or to get on sensibly with their work by themselves.
- In the best lessons, where sometimes outstanding teaching was seen, teaching is very well organised and planned. Teachers demonstrate good subject knowledge, use effective questioning to encourage students to think for themselves and develop their understanding. In these lessons learning takes place at a good rate, students are focused on their work and make good progress.
- In some outstanding lessons, enthusiastic teaching engaged pupils fully in their learning. For example, in a Year 8 drama lesson, students gave excellent performances when they took on the role of soldiers in the trenches during the First World War.
- Students are given opportunities in some lessons to become 'lead learners'. This enables them to apply their knowledge and support others in their learning.
- Teaching assistants are used well, particularly to support disabled students and those who have special educational needs. They help students to learn, develop skills and achieve as well as all other students.
- In a few lessons where teaching is less effective, teachers do not always set activities and tasks that enable all pupils to learn well enough, whatever their ability. This is because the work is either too hard or too easy for some students and, as a result, they do not make more rapid progress. In addition, teachers' expectations of what the students can do are not always high enough resulting in slower progress.
- In some lessons, teachers do not always provide enough opportunities for students to be actively involved in their learning, finding things out for themselves and then discussing and explaining their work to others.

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

- Students are polite and courteous to each other, staff and visitors. Behaviour in a very large majority of lessons and around the school is good.
- The good relationships between pupils and teachers and between pupils themselves, promote positive attitudes to learning and helps to make learning enjoyable and effective.
- Students say they feel very safe in school because they are well cared for by teachers and other adults. They have a good understanding of how to keep themselves safe. For example, during an assembly taken by a local police officer, students learned about safe practices during Halloween and bonfire night. Students were given the opportunity to reflect on their own behaviour to set appropriate examples for younger students. This contributed well to their moral and social development.
- Students have a clear understanding of the different forms of bullying and report that bullying is rare. When any instances of bullying do occur, they are quickly resolved.
- The pastoral care system, which is a strength of the school, is valued by both students and parents and demonstrates the school's commitment to offering all its students equality of opportunity to be successful.
- The school provides opportunities for students to develop as responsible individuals. For example, raising money for charities, such as the local food bank, Red Nose Day, Comic Relief

and Children in Need. Some pupils willingly take on positions of responsibility, such as peer readers or as members of the school council.

- The responses to the parental survey carried out by the school are very positive. The vast majority of parents agree that their children are well cared for, feel safe at school, make good progress and are made to feel welcome when visiting the school.
- Attendance has improved over the last three years and is currently slightly above the national average. As a result of effective actions taken by the school, the percentage of students who are persistently absent has also reduced.

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

- The headteacher shows a tremendous passion and commitment to the school. He, together with senior leaders and governing body, know the school well. They have accurately identified the school's strengths and areas for further improvement through procedures to check how well the school is doing.
- 'Team Harrop', including school leaders and staff at all levels, have a shared ambition and show a strong commitment to continue to improve the quality of teaching, raise standards and improve students' achievement further. They work tirelessly to provide the best care, guidance and support to all students to provide them with the opportunities to be involved fully in their education.
- The recent approaches already implemented, particularly in mathematics, are successfully improving the quality of teaching and are beginning to speed up the rates of progress by students. This shows that they have the capacity, skills, commitment and determination to continue to raise standards and improve students' achievement further.
- Since the previous inspection, the school has experienced significant changes in staffing levels. Although this has resulted in class sizes being above the national average, the quality of teaching improved. The large class size has now been resolved following approval from the local authority for the school to appoint additional teachers.
- The school's systems for observing lessons and monitoring the quality of teaching are good and provide teachers with accurate feedback on their performance. This information is used well to provide a relevant programme of staff training and to advise the governing body about teachers' pay awards.
- Within the school's financial and staffing constraints, the school has maintained a curriculum that provides breadth and balance and meets the needs, aptitudes and interests of all groups of students well. The school offers a range of enrichment activities providing students with opportunities and experiences to support their learning and develop their personal and academic skills. These also contribute significantly to their spiritual, moral, social and cultural development.
- Arrangements for behaviour management are good. As a result, there have been no exclusions for the past three years and instances of poor behaviour have dropped significantly.
- The school receives very effective and valuable support from the local authority and its partner school. This has included support and advice to the school on the use of data, the school's budget and a range of training programmes for staff and governors.
- **The governance of the school:**
  - The governing body is highly effective and committed to the school and the community. The governing body has a good understanding of the school's performance and know the strengths of the school. They have an accurate understanding of what needs to be done to improve the school further, in particular about the quality of teaching and students' achievement. They give good support and challenge to senior leaders and ensure that performance management procedures are used to set appropriate and challenging targets. They understand the connection between the quality of work that staff do and the arrangements for pay progression. The governing body has a good grasp of how to deal with the school's financial issues. They have a good understanding of the allocation of the pupil premium funding to provide additional teaching and learning opportunities to improve English and mathematical

skills of students who are at risk of falling behind. Safeguarding policies and procedures meet the statutory requirements.

## 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>	133351
<b>Local authority</b>	Salford
<b>Inspection number</b>	426323

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>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	639
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Bernard Pennington
<b>Headteacher</b>	Mr Drew Povey
<b>Date of previous school inspection</b>	28 September 2010
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