

# Fleetwood High School

Broadway, Fleetwood, Lancashire, FY7 8HE

**Inspection dates** 12–13 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
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 requires improvement. It is not good because

- Although levels of progress and achievement in the core subjects are improving each year, standards in mathematics are not yet above the government's current floor standards.
- Teachers do not consistently apply all the school's policies and due to this, expectations of behaviour and standards of work are too variable in some departments.
- In some lessons, teachers are not sufficiently supporting those pupils who need additional help or challenging those pupils who are most able to make the progress they are capable of achieving.
- Some low-level disruption in classes where pupils are unable to sustain their concentration on tasks slows their own and other pupils' progress.
- Middle leaders have not rigorously acted upon checks to ensure that the expectations and standards are consistent across different subjects and year groups.
- The number of pupils whose behaviour requires them to be excluded from lessons, although rapidly decreasing, remains higher than the national average.

### The school has the following strengths

- There have been significant improvements in pupils' rates of progress and final achievement for the past two years in all subjects and all year groups.
- Governors support the school well, have brokered expertise where needed for their own and teachers' training and development. They closely monitor progress towards key areas for improvement.
- The school's work to keep pupils safe and secure is good.
- The new headteacher has successfully ensured improved performance in teaching and achievement since the previous inspection.
- Gaps between the achievement of different groups of pupils, such as those supported by the pupil premium funding and others in the school, and between girls and boys, are closing as they move through the school.

## Information about this inspection

- Inspectors observed 31 lessons or part lessons, four of these jointly with the senior leaders of the school.
- Inspectors looked at a large selection of pupils' books from every year group, and a wide spread of subjects because the examination period meant that some lessons were not timetabled during the inspection.
- Meetings were held with all senior leaders, representative members of middle leadership and key pastoral leaders. Inspectors met representatives from the local authority and spoke with the Chair of the Governing Body. Minutes of the governing body meetings were analysed.
- Inspectors looked at a large number of the school's documents concerning behaviour, achievement and planning and the school's view of its own performance and school improvement documents.
- The 19 responses to the online questionnaire (Parent View) were taken into account, alongside the school's minutes from the parent forum group.

## Inspection team

Rebecca Lawton, Lead inspector

Additional Inspector

John Cornally

Additional Inspector

Janet Peckett

Additional Inspector

Fiona Burke-Jackson

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- The school is a smaller than average size secondary school.
- The proportion of pupils with special educational needs or disabilities supported through school action is higher than the national average.
- The proportion of pupils supported through school action plus and those who have a statement of special educational needs is below the national average.
- The proportion of pupils supported by the pupil premium, the funding for those pupils who are known to be eligible for free school meals and those looked after by the local authority, is significantly higher than the national average, more than half of every school year group.
- The school did not meet the government's current floor standards in 2013.
- Very few pupils are from ethnic minority heritage or speak English as an additional language.
- A very small number of pupils access the McKee Centre in addition to their school provision.

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

- Further improve the quality of teaching so that more is good and outstanding in order to improve pupils' achievement, particularly in English and mathematics, by:
  - supporting less able pupils by providing resources to remove any barriers to their learning
  - ensuring pupils present work with care and accuracy
  - improving pupils' ability to sustain concentration by matching tasks more closely to pupils' needs, particularly in increasing the challenge for the most able.
- Improve leadership and management by:
  - more rigorously monitoring the consistent application of all school policies
  - improving the impact of the monitoring of teaching and learning to ensure that all staff apply the school's policy and procedures as regards pupils' behaviour and their standard and presentation of work.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Rates of progress have been improving each term since the last inspection. However, the school's most recent data show that pupils are not yet making the progress expected nationally in mathematics.
- Pupils enter the school with generally below average attainment. Their progress in each year is monitored closely. Extra support is given to those pupils at risk of not making the expected progress in English and mathematics using the allocated 'catch up' funding for Year 7.
- Pupils who are known to be eligible for free school meals are the majority group in the school. These pupils make progress in English, mathematics and science that is slightly better than their peers, and by the time they take examinations, the gap between the achievement of those pupils who are in receipt of the pupil premium and those who are not, has closed. In some cases, those pupils who are known to be eligible for free school meals outperform other pupils.
- Those pupils with special educational needs who are supported in their learning by school action make progress in line with, but with attainment below that of their peers, by the time they leave Year 11. Their performance at GCSE grade C and above is around 10% lower than that of their peers.
- Those pupils with special educational needs supported at school action plus or with a statement of special educational needs make satisfactory progress from their starting points. They receive additional specialist teaching and support, sometimes from the external McKee centre, and although they are not reaching grades as high as their peers at GCSE, are making similar levels of progress as other groups in the school.
- Those pupils who are not identified as having special educational needs but whose attainment is below average are not always supported sufficiently well to enable them to achieve their best.
- Those pupils who are identified as most able or talented in particular subjects, are given additional opportunities to extend their learning outside the classroom. Within the classroom, however, they are not always challenged to reach the highest levels of which they are capable.
- In Year 7, there is a significant difference in the progress and levels of attainment of boys and girls. During their school life, this gap closes and by the time these pupils sit examinations the difference is minimal, although girls do slightly outperform boys. The school works rigorously to ensure equality and that no pupil is disadvantaged.
- Some pupils are entered early for some GCSE and language qualifications. This is for a number of good reasons, for example, meeting the needs of those pupils who could potentially miss out on qualifications, those pupils who are most able and ready for testing, and those who wish to take additional qualifications.
- Pupils listen well and are better expressing themselves orally than when writing. Structures and schemes have been devised to improve pupils' writing and pupils are prompted to write at regular intervals in all subjects. However, a lack of consistency in the standard of presentation limits the quality of written work, for example, when pupils are allowed to write in felt pen which is difficult to read, and which leads to mistakes in subjects such as mathematics and science when drawing graphs and diagrams.

### The quality of teaching

### requires improvement

- There have been significant improvements in the quality of teaching since the last inspection. However, these are not consistent across all departments and all staff.
- In some classes, those pupils who have additional needs are not being supported to learn well enough. Teachers are not consistently preparing sufficient resources or planning for the needs of all pupils. For example, one pupil struggled to draw a shape rather than working out the area of that shape which was the key mathematical learning.
- In other classes, the most able pupils are limited in the progress they make through not being

made to follow school policies for presenting their work. For example, in mathematics and science, drawing tables and graphs without rulers and in pen, so that diagrams show incorrect results, or writing in class books using felt tip pens so that the work on the previous page becomes unreadable for revision.

- The school's approach to literacy is not consistent in all subjects. Pupils spell key words incorrectly, and these are not corrected by all teachers.
- Where learning is effective, teachers use a good range of strategies which engage pupils' interest and speaking and listening is particularly strong. In these cases, pupils are also able to answer exam questions in detail and show good knowledge and understanding of key learning in science, English and art.
- Significant changes in staff has led to some subjects having an unusually high proportion of supply staff. The school is trying to minimise disruption to pupils, but in those classes where there has not been the same member of staff, pupils have made weaker progress. Leaders have secured permanent teaching staff in these subjects for September.
- Pupils are keen to succeed and are generally well behaved and enthusiastic learners. However, some are unable to sustain their concentration without direct input from the teacher. As such, a large proportion of the teachers' time is spent re-focussing pupils back onto their work, even in GCSE classes. Some teachers have good strategies to deal with this, and are succeeding in improving pupils' resilience, but this good practice has not yet been shared across the school so that this is not evident in all lessons.
- Work in pupils' books shows that teaching over time has been steadily increasing the amount that pupils are learning in lessons. However, the quality of work pupils produce, and the quality of feedback pupils receive to let them know how to improve, varies greatly from one subject to the next and even within the same subject. Although there are some good examples in each subject, this aspect of teaching also requires improvement.

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

### **requires improvement**

- The behaviour of pupils requires improvement. Although the majority of pupils behave sensibly and are courteous in lessons and around the school, some pupils struggle to maintain concentration and low-level disruption slows progress in some lessons. The number of pupils removed from lessons due to poor behaviour is 50% less than it was at this point last year.
- The school's work to keep pupils safe and secure is good. All requirements for safeguarding are met and the significant pastoral work done to support those pupils who are most vulnerable is a strength of the school. Pupils say they feel safe and well supported by all staff.
- Pupils value their school, there is little litter and pupils take good care of practical equipment. They value the resources provided, work together well and are well behaved around the school and when arriving and leaving.
- The language used by some pupils is not always appropriate. The behaviour log shows that leaders are tackling pupils' swearing and language to one another, but not all staff are dealing with this consistently.
- Pupils reported few concerns regarding bullying, and the logs supported that this is uncommon in school. Pupils were aware of the different types of issues they might face, including racism and e-safety and knew appropriate strategies for addressing these. They had confidence in the school to support them if they reported any issues.
- Parents and staff reported few concerns regarding behaviour and safety, and there have been significant reductions in the number of behavioural issues since the new headteacher's 'zero-tolerance' of poor behaviour. The incidence of poor behaviour has been rapidly decreasing.
- Support for those pupils who have recognised behavioural issues due to family or health reasons or a personal need for additional academic or pastoral support, is of good quality. Pupils report feeling well looked after by the staff both socially and emotionally, as well as academically.
- The provision for pupils' spiritual, moral, social and cultural development is good and numbers of pupils attending extra-curricular activities is rising. Pupils have access to a range of activities

which enrich their experiences and broaden their horizons effectively.

## **The leadership and management** requires improvement

- The headteacher is a visible figurehead for the school. He has implemented a significant number of projects and improvement strategies since his appointment, and has secured improvements to the areas identified in the last inspection.
- There has been a restructuring of staffing and the new senior leadership team has overseen the implementation of the improvements to teaching and learning effectively. These changes are starting to impact positively on outcomes for pupils, with progress in each year group improving each term. Pupils' progress is now in line with the national minimum expectation in all subjects apart from mathematics.
- Leaders have not yet secured enough improvement in pupils' progress in mathematics to meet the government's current minimum floor standards, despite a continual trend of improvement.
- Middle leaders' roles have significantly changed and they have received training from experts brokered by the governing body from the local authority. Support has been substantial during the changes to their job descriptions and areas of responsibility, but middle and senior leaders are now leading their areas with more independence.
- Significant issues with staffing and changes to plans have meant that leaders have not managed to ensure that all school policies have been applied consistently by all staff.
- The work of some departments has been monitored by leaders more closely than others, for example in mathematics, due to prioritising improvements in pupils' outcomes in areas where this was weakest, and as such consistency in the rigour on monitoring quality across the school as a whole has not been maintained.
- Work with parents, the local authority and the wider community is well supported and effective. A broad range of events and activities try to involve the community in the life of the school, coordinated and monitored closely by leaders and managers. Pastoral support for pupils is a strength of the school.
- Leaders' view of the school's performance is accurate, and supported by a monitoring system which is in its first year of implementation. As such, some inconsistencies, for example in ensuring all staff are applying school policies, have been missed due to the timing of the start of this new system and the training for staff on their responsibilities.
- **The governance of the school:**
  - Governors are well-informed, understand the school's performance in relation to similar schools and the national picture and are challenging the school effectively to improve. They have correctly focussed on supporting the school by addressing key areas for improvement and have secured improvements.
  - Financial management has significantly improved, and governors are ensuring the pupil premium funding is having a positive impact on the achievement of those pupils eligible for such support.
  - Performance management has improved, and links between teachers' pay and their impact on pupils' achievement are established. However, leaders and the governing body acknowledge that upcoming further improvements to performance management will enable them to improve their knowledge of the quality and consistency of teaching.

## 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>	119771
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	441910

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>	640
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Finch
<b>Headteacher</b>	Richard Barnes
<b>Date of previous school inspection</b>	19 March 2013
<b>Telephone number</b>	01253 876757
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