

Heysham High School Sports College

Limes Avenue, Morecambe, Lancashire, LA3 1HS

Inspection dates

1–2 April 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
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.

- Students' achievement requires improvement. Students' progress is uneven across subjects and year groups. The most able students are not all making the progress of which they are capable. Boys' achievement is not as good as that of girls. Students eligible for the pupil premium are still not achieving as well as other students in some subjects.
- Teaching requires improvement. Teaching is not resulting in good progress over time for enough students, including in the sixth form. Tasks and activities are not planned carefully enough to ensure that all students, including the most able, achieve their best.
- Students' attendance is below average, including for Year 13 students.
- Students' attitudes to learning and behaviour in lessons require improvement.
- Leadership and management are not yet fully effective in ensuring that enough students make good progress and that teaching is consistently good.
- Governors have not yet developed the skills they need to fully challenge leaders.
- The sixth form requires improvement. Achievement in academic qualifications is below average.

The school has the following strengths

- The school is improving. The headteacher is highly ambitious for the school and the students. He has given staff confidence and conviction in their abilities to make a significant difference. Much decisive action has been taken that is beginning to improve behaviour, achievement and teaching.
- Results at GCSE in 2013 were the best that the school has achieved for many years.
- Students feel safe and secure in school. They recognise that a great deal has been done since the arrival of the new headteacher to improve their safety and security in school.
- Students are generally polite and well mannered. Relationships between staff and students are generally good.
- The range of subjects students study meets their needs well. They benefit from a wide range of extra sporting, musical and cultural activities.

Information about this inspection

- Inspectors observed 35 part-lessons. Three of these were carried out jointly with senior leaders. Inspectors analysed students' work in their books and listened to students from Year 7 reading.
- Discussions were held with staff, students and governors. Telephone calls were made to an independent educational consultant working closely with the school and a headteacher, brought in on behalf of the local authority, to provide additional support to the school.
- Documents looked at included the self-evaluation summary, improvement plans, information on pupils' progress, records of pupils' behaviour and attendance, documents relating to safeguarding, and minutes of meetings of the governing body.
- Parents' views were taken into account through the 22 responses to the on-line questionnaire (Parent View), the school's recent survey of 173 parents and two telephone conversations held with parents during the inspection.

Inspection team

Gillian Salter-Smith, Lead inspector	Additional Inspector
Patrick Feerick	Additional Inspector
Elizabeth Haddock	Additional Inspector
Alan Parkinson	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized secondary school.
- The proportion of students supported by the pupil premium is 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 who are looked after by the local authority.
- The vast majority of students are from White British backgrounds.
- A below average proportion of students is supported through school action. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standard that is the minimum expectation for students' attainment and progress.
- Courses are provided for a small number of students away from the school site for motor vehicle maintenance with Lancashire Training Services, and a local furniture production company.
- The school works in collaboration with three other local schools to provide a broader range of courses for sixth form students.
- A new headteacher took up post in September 2013.

What does the school need to do to improve further?

- Improve further the progress made over time by the most able students, boys and those supported by the pupil premium, especially in English, by:
 - increasing the effectiveness of teaching so that more of it is good or outstanding
 - improving students' attendance, especially for Year 11 and Year 13 students and boys who are supported by the pupil premium
 - ensuring that all students, including the most able are fully challenged to do their best
 - improving the effectiveness of teachers' marking so that students know what they must do to improve and that students act upon the advice and make improvements to their work
 - ensuring that all students rise to the school's expectation of their conduct and that staff manage behaviour more effectively in those instances when students' behaviour is inappropriate.
- Improve the effectiveness of the sixth form by:
 - raising achievement in academic qualifications where it is below the national average
 - improving the attendance of students in Year 13
 - improving the impact of teaching so that progress is at least good for more students.
- Improve the effectiveness of leadership and management further by:
 - improving the effectiveness of checks on teaching by taking greater account of the effect that teaching has on students' progress over time
 - developing governors' skills, knowledge and confidence to enable them to challenge leaders more rigorously about the school's performance and the effectiveness of the different ways in which pupil premium funding is used.

An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how these aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Students' achievement requires improvement because the rate of progress across subjects, year groups and different groups of students is uneven, particularly in English, and for boys in Key Stage 3, the most able students and those eligible for the pupil premium.
- Most students start school with standards that are below average. In 2013, the proportion of students gaining five A* to C grades at GCSE, including in English and mathematics, was below the national average but a significant improvement on previous years' results.
- In 2013 in English, not enough students made the progress expected of them, including some students with special educational needs and the most able students. Some results in students' tests were unexpectedly disappointing. Overall, standards were below average. Staffing difficulties in the English department held back progress for some students.
- In mathematics in 2013, the proportion of students making the expected progress matched the national average. Not all the most able students did well. Overall standards were a significant improvement on the previous year and closer to average. The school's policy for entering students for GCSE mathematics exam before the end of Year 11 was of greater benefit to average and lower attaining students than to the most able.
- The school's data and other inspection evidence on students' progress show that current Year 11 students are set to improve on the 2013 results. There are many students at risk of underachieving; however, they are responding well to extra help and starting to catch up.
- Improved checks on the progress of every student and all groups are helping to pick up underachievement more quickly. Underachievement is being dealt with more quickly and coherently, giving students more opportunity to achieve equally as well as others.
- In 2013, students eligible for the pupil premium, including those known to be eligible for free school meals, were almost a GCSE grade behind others in both English and mathematics; their progress was slower than other pupils. In 2014, these gaps in their attainment and progress are reducing in mathematics. The gaps in their attainment are not closing as quickly in English.
- The most able students do not all achieve their full potential, especially in English.
- Students in Year 7 and 8 who underachieved in English and mathematics in Key Stage 2 have benefited from extra courses in reading, writing and mathematical skills provided by catch-up funding. As a result, many of these students are making good progress and beginning to catch up.
- Disabled students and those with special educational needs make similar progress to others. Their needs are identified quickly and the school provides effective support, making good use of expertise beyond the school when it is needed.
- Students following courses that take place away from the school site did not all do well in 2013, especially in GCSE English. The school has taken swift action to improve the teaching of English for these students. Year 11 students following these courses are on track to improve their achievement in both English and mathematics.
- In the sixth form, there have been small improvements in students' achievement since the previous inspection. Students' achievement in vocational subjects is stronger than in academic subjects. Students' achievement in academic subjects especially, requires improvement.

The quality of teaching

requires improvement

- Teaching requires improvement because, although improving, not enough teaching leads to good or better progress over time, including in the sixth form.
- The most able students are not always expected to do their best because the tasks and activities they tackle are not difficult enough. The most able students do not always know what extra

skills, knowledge and understanding they need to gain to reach the highest grades.

- Although the school's new systems for managing students' behaviour are having a positive effect on improving behaviour overall, staff are not always successful in ensuring that behaviour is settled and conducive to good learning. Relationships between staff and students are mostly positive and supportive. Students especially appreciate the extra help they have from teachers when they fall behind with their work.
- Students do not always improve their work as a result of teachers' marking. Some marking gives very clear guidance and students improve their work as a result. However, too often, marking does not set out what should be done to improve, even where students are well behind their target grades. Teachers do not always expect enough of students' efforts.
- Where students are making better progress, the tasks they are given are carefully planned to extend their thinking and build up skills quickly. In Year 11 English, students made rapid progress because activities gave them the opportunity to build up knowledge and skills in a well structured way. As a result, students were able to analyse the characters of George and Lennie from the novel *Of Mice and Men* in some depth.
- Students are increasing their progress when they are questioned skilfully by staff so that they think more deeply. They have the opportunity to talk through their ideas with others, think things through for themselves; and at the same time improve their speaking and listening skills. More challenging targets and closer checks on students' progress are helping to raise expectations of both staff and students.
- Where learning is good, students' progress is constantly checked by staff, so that they are continually extended and expected to do their best. For example, in science, students rose to the challenge of finding out about radiation, enjoyed testing out each others' ideas and as a result learning had depth and relevance.

The behaviour and safety of pupils

requires improvement

- The behaviour of students requires improvement. This is because the inappropriate behaviour of some students disrupts the learning of others in some lessons. Some students are slow to get to lessons on time, are reluctant to work hard, and are not keen to do well. Attendance, although improving, is below average, especially in Year 11 and Year 13 and for boys who are supported by the pupil premium.
- Students are very clear that behaviour has improved a great deal since September. The new policy and systems are effective in improving the behaviour of many students. Students generally move around the school, and leave school at the end of the day, in an orderly manner.
- The number of short-term exclusions rose at the start of the year as a result of leaders' stringent approach to students who were not conforming to the school's high expectations of conduct. These exclusions have fallen as students' behaviour improves.
- The dining areas are civilised and sociable. Most students are tidying up their own litter and taking greater pride in their school. There are still some students who carelessly drop litter.
- In most lessons students are settled and calm. Many want to do well but there is still a small proportion of students who do not want to be seen by their friends as keen to do well.
- The new headteacher is working with increasing success creating the school as a place where students want to learn and do well for themselves. The higher expectations of students' achievements, the improved display of students' work and achievements are all helping towards this aim.
- The school's work to keep students safe and secure is good. Students feel safe and secure in school. They recognise that much has been done to the fabric of the building to improve their security. They know how to keep themselves safe in many situations including when using modern technology. Leaders are quick to contact all parents and offer support and guidance when issues that may put some students at risk arise either locally or nationally.
- Although students say that there is still some bullying, they are aware that it is now taken very

seriously and usually sorted out quickly.

- Students in the sixth form are good role models for younger students. They help out in classes and with students who are improving their reading skills.

The leadership and management

requires improvement

- Leadership and management require improvement. The headteacher has brought great energy and drive to the school's journey of improvement. Much has been achieved since his arrival and the school is moving forward quickly. However, much of the improvements made have not had sufficient time to iron out weaknesses in achievement in some areas or to improve teaching, behaviour and attendance to good. The sixth form still requires improvement.
- The headteacher is determined to and is well on the way to creating a school where every child is valued and given every chance to succeed. The headteacher is inspiring staff to raise expectations of themselves and of the students. Staff morale is good.
- A clear and coherent plan is underpinning the work on improvement. Clear goals for success are set out so that leaders and governors can measure progress and make sure that actions taken are making a difference to students' achievement and well-being.
- Achievement is improving because academic targets for individual students, teachers and subjects are more aspirational and challenging. More frequent checks on students' progress are helping to recognise and tackle potential underachievement. There is a more coherent and effective approach to giving students the extra help they need when they are at risk of underachieving, particularly those in Year 11. Additional courses to improve students' reading and writing skills are starting to help.
- Middle leaders, both of academic subjects and of students' care and support, are increasing their effectiveness. They hold class teachers more closely to account for the success of their work. In turn, they are held to account systematically by senior leaders.
- Well focused training for teachers is helping to improve teaching and learning in classrooms. Staff benefit from working closely with a number of schools to share ideas and improve teaching practice. Training for staff in managing students' behaviour and in using assessment information to ensure all students are challenged to do their best, has helped to improve teaching.
- Teachers' performance is managed rigorously. Staff work towards challenging targets relating to the school's priorities.
- Checks on teaching are carried out systematically by leaders. However, the checks do not always take enough account of the effect of teaching on students' progress over time.
- The range of subjects that students can study meets their needs and interests well. The increased time given to learning basic skills in English and mathematics is helping to speed up progress. The opportunities to learn a range of vocational subjects meets students' individual needs well. A wide range of extra-curricular activities supports students' spiritual, moral, social and cultural development well. Opportunities include those for sport, music and performing arts.
- The sixth form leader is newly in post and is well supported by senior leaders. Leadership of students' welfare and pastoral support is good. Improved arrangements for tracking students' progress is helping identify where students need extra support. Underachievement has been tackled in some subjects, such as art and physics, but overall progress in academic subjects remains weaker than in vocational subjects. The range of subjects that students take increasingly includes more vocational subjects in line with students' interests and aptitudes.
- The majority of parents are supportive of the school's work. The school is increasingly working with parents of students most at risk of underachieving. The Family Matters programme, where school staff work with parents and their children, is effective in helping some students to improve their attendance and interest in school and their futures.
- The school's arrangements for safeguarding pupils and staff meet requirements.
- The local authority keeps a check on how the school is performing and is currently providing

helpful support to the headteacher in his determination to improve the school further.

■ **The governance of the school:**

- Governors know how well pupils are achieving, including those supported by the pupil premium. They have not analysed how the different ways pupil premium is spent is making a difference to the progress of these students. Governors are informed of how well teachers are performing and the quality of teaching. They support leaders' decisions in the rigorous management of teachers' performance. Governors are currently re-organising their structure and working practices. They are in the process of reviewing their own performance. They recognise that they need to develop their skills and knowledge further so that they can more confidently hold the school's leaders to account for the performance of the school.

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	119711
Local authority	Lancashire
Inspection number	442398

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	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,021
Of which, number on roll in sixth form	173
Appropriate authority	The governing body
Chair	David Needham
Headteacher	John Shannon
Date of previous school inspection	9 October 2012
Telephone number	01524 416830
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