

Shaftesbury High School

Weldbank Lane, Chorley, Lancashire, PR7 3NQ

Inspection dates

17–18 September 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good and sometimes outstanding progress in their personal development. This means that they are well prepared for the next stage in their education or training.
- The vast majority of pupils make good progress in English, mathematics, science, information and communication technology (ICT) and vocational subjects. This is because their learning needs are well met.
- Teaching is good. Higher Level Teaching Assistants make a very significant contribution to pupils' progress in practical and vocational subjects.
- Pupils live up to the very high expectations of behaviour and attitudes set for them and as a result, behaviour is outstanding.
- Pupils say they feel safe and cared for well. This is because staff ensure that each pupil's individual needs are met very well.
- Pupils in Key Stage 4 increasingly apply their skills in vocational settings of their choice and as such develop employment skills.
- Pupils in Key Stage 3 benefit from short-term placements and follow specially designed courses which enable them to be successful in their mainstream school.
- Good leadership has ensured good quality provision through a period of significant change. The new headteacher has made an excellent start to ensure that everyone works together to further develop achievement. Staff are helped to improve their teaching as a result of monitoring.
- The management committee makes a very significant contribution to the school's leadership because they have been very well led over time and members ask searching questions of leaders.

It is not yet an outstanding school because

- Not all staff and alternative providers are aware of pupils' skills in English and mathematics. Consequently, expectations are not always high enough.
- Some staff are not yet fully confident with the full range of age and need catered for now.
- The role of the middle leaders is not yet fully developed to enable them to contribute fully to monitoring the quality of teaching and the progress made by pupils.

Information about this inspection

- Inspectors observed nine lessons. Seven were observed jointly with the headteacher or deputy headteacher.
- Inspectors visited CAST Indoor Fishery Management, which is an alternative provider attended by 20 Key Stage 4 pupils one or two days each week.
- The inspectors examined pupils' work in files and books in lessons.
- The inspectors took account of the Pupil Referral Unit's (PRU) procedures for safeguarding. They looked at the development plan, leaders' evaluation of its strengths and weaknesses, curriculum and lesson planning, records of lesson observations, targets set for teachers, and documents that track pupils' academic and personal progress.
- Meetings were held with leaders, staff and a member of the local authority. A discussion was held with the Chair of the Management Committee and two headteachers of partner secondary schools.
- Informal discussions were held with pupils.
- Inspectors took account of inspection questionnaires returned by 24 members of staff. There were 13 responses to (Parent View) the online questionnaire for parents taken into consideration, as well as a letter and an e-mail from parents.

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- Shaftesbury High School is a pupil referral unit (PRU) which caters for pupils in Key Stage 3 and Key Stage 4. The large majority of pupils are in Key Stage 4 and they stay at the school for the rest of their time in Key Stage 4.
- Pupils in Key Stage 3 either stay for between one and two terms or follow an eight week part-time course.
- The vast majority of pupils are at risk of permanent exclusion from their mainstream school as a result of behavioural, emotional or social difficulties. Most of these pupils remain on the roll of their mainstream school apart from the few who have been permanently excluded.
- A small minority of pupils are new to England or have medical needs.
- The proportion of disadvantaged pupils and supported by the pupil premium (additional funding to support those known to be eligible for free school meals and children looked after by the local authority), is well above average.
- A very small minority of students have a statement of special educational needs or are undergoing the process of having their needs assessed.
- Boys outnumber girls, but there are increasing numbers of girls in recent times.
- The majority of pupils in Key Stage 4 attend alternative education provided by Eric Wright, Fix it, 4 Tech, Sound Skills, CAST Fishery Management, Bolton Wanderers Football Club, Be DStressed and Equis.
- The majority of pupils are White British.
- Both key stages came together on the new site into a new building in September 2013. The PRU for medical needs also became part of Shaftesbury High School in September 2013.
- The deputy headteacher was confirmed in post in April 2014 and a new head of mathematics was appointed in September 2014. A new headteacher was appointed with effect from September 2014.

What does the school need to do to improve further?

- Improve teaching to outstanding in order to raise pupils' achievement further by ensuring that:
 - the detail of the pupils' abilities in English and mathematics are always shared with staff in other subjects and alternative providers, in order to increase expectations in these subjects
 - ensuring that staff training continues to be a priority and is linked to the needs of staff and the management of performance.
- Improve leadership and management by developing the role of middle leaders in English and mathematics.

Inspection judgements

The leadership and management

are good

- As a result of strong relationships between staff, any disruption caused by the changes last year was kept to a minimum. Staff retained a strong team ethos and securely embedded systems meant that pupils' achievement overall was not affected.
- The new headteacher has made an excellent start to re-aligning policies and procedures this year. Ably supported by the deputy headteacher and extended leadership team, she has steered a smooth start to the new school year.
- The leadership of teaching and performance has continued to be effective. Procedures for senior leaders to check the quality of teaching are securely in place and rigorous. However, as yet areas for improvement need to be more closely matched to training and performance management. However, there is a clear and suitable link between teachers' performance and their progress along the pay scales.
- The role of middle leaders, especially the leaders of English and mathematics, is not yet sufficiently developed to enable them as yet to have a razor-sharp focus on pupils' progress, when checking the quality of learning. However, middle leadership overall is effective because it is driven well by the extended senior leadership team.
- The school's system for ensuring that pupils do as well as they can is underpinned by careful record keeping for each individual pupil. Very recent further development of the use of information and communication technology (ICT) means that information about each pupil can be used to further to inform the progress of groups and individuals compared to the length of their stay. This reflects the school's commitment to ensuring every pupil has an equal opportunity.
- The school uses additional funds for disadvantaged pupils well. Leaders are aware of which pupils are eligible and direct funds carefully to good effect by providing additional opportunities. It is clear that this internal funding is making a positive difference.
- The school has a very accurate view of its own performance. Improvement plans are effective because they have been reviewed with a view of speeding up the progress towards meeting the changed needs of the population.
- The curriculum is linked closely to individual interests and need. Learning is enriched by alternative placements and other experiences, such as the planned theatre trip to see Blood Brothers. It gives priority to meeting pupils' health, and future needs and effectively promotes their spiritual, moral, social and cultural development.
- The close partnership with health service personnel makes a very significant contribution to pupils' well-being. Partnership with mainstream schools is very effective in developing the curriculum and comparing pupils' attainment. The school makes a good contribution to the prevention of permanent exclusion of pupils in Key Stage 3 with behavioural needs, through the work it does with mainstream schools.
- Partnership with parents is excellent. Parents are unreservedly positive about the impact of the work of the school on their children's development.
- The local authority offer support as required and were helpful during the recent staffing changes.
- **The governance of the school:**
 - The management committee contributes exceptionally well to the leadership of the school. They are a formidable panel of experts. They gain first-hand evidence and information through the involvement they have with pupils, parents and staff. Information on pupils' progress is reviewed and questions raised about any concerns. The management committee holds leaders stringently to account for what happens in the school and how its work is carried out. Members manage the budget effectively and make sure that all safeguarding procedures are rigorous and meet requirements. They are clear about how additional funds allocated have impacted on individual eligible pupils. They have played an invaluable part in maintaining morale through the changes and reduction in the number of staff. Committee members are fully included in information about how well teachers are performing, and know about the quality of teaching and how this links to any increases in salary.

The behaviour and safety of pupils

are outstanding

- The behaviour of pupils is outstanding.
- Pupils are polite, stress free and welcoming. They quickly understand the need to answer visiting adults' questions thoughtfully.
- Feedback from alternative providers is always extremely positive and pupils make the most of these

placements and other visits. As such, their aspirations for the future are enhanced greatly.

- Staff are skilled in maintaining a highly positive atmosphere at all times. This is because relationships are extremely strong and the reward points system is used very well.
- Pupils understand about the various forms bullying can take. They say bullying is rare and any problems are dealt with quickly and so it is not an issue. Pupils care about each other and respect individual needs and differences. For example, they are acutely aware of the need to stand aside for others who have physical needs.
- The school's procedures to keep pupils safe and secure are outstanding.
- Record keeping and evaluation of data and information is outstanding.
- Pupils say they feel safe as a result of the clear, strong relationships between staff and pupils. Others show they feel safe by involving themselves as much as they can with planned experiences
- Pupils learn to keep themselves and others safe. For example, when they are on vocational placement they spend the first part of the course learning about the specific safety requirements needed in the specific setting.
- Pupils develop their ability to reflect on issues which impact on society today. For example, pupils have thought about how Britain would be affected by the referendum in Scotland.
- Attendance improves significantly for most pupils when they join the school and pupils attend well.
- Parents unanimously agree that their children are safe and well cared for in school and say for example that 'the school provided them and their child with relief and peace'.

The quality of teaching

is good

- The quality of teaching has been maintained throughout the changes in buildings. It is good and occasionally outstanding because staff question skilfully and enable pupils to have positive attitudes to school, as a result of strong relationships.
- The development of pupils' self-control is central to helping the pupils to raise their self-esteem. Their increased confidence is a strength because staff have expert knowledge of how to manage pupils with behavioural and social needs. As a result, pupils re-engage with learning and begin to make progress of which they are capable. Occasionally, staff say that they need more training to meet the needs of the changed population.
- Higher Level Teaching Assistants contribute exceptionally well to the achievement of the pupils through good teaching of practical subjects and support in vocational placements.
- Teaching enables pupils to make a successful transition either back to a mainstream school, to vocational experiences or to work. This is because what is planned for them to do meets their needs well and staff work well with other professionals and families.
- Teaching is good because staff have good subject knowledge and ensure that high quality resources, including access to computers and tablet computers, are available to the pupils. This contributes well to pupils' good progress.
- Staff reflect on the success of their teaching on a daily basis during the debriefing sessions. This means that successful strategies are shared well.
- Assessment of pupils' work and their progress is detailed and used effectively to guide future planning. The success leads to an accurate picture of the needs and progress of the individual in the school and attending other providers. Occasionally, pupils' progress in English and mathematics is not extended in other subjects because pupils' level of skill in these subjects is not shared fully with teachers of all subjects and all providers. As a result, in these subjects work is not always extending pupils' skills in English and mathematics.
- All parents who responded agreed that their children were taught well.

The achievement of pupils

is good

- Pupils join the school with a wide variety of starting points which are usually lower than those which are typically expected. This is because of the previous disruption to their education as a result of their special educational needs. The vast majority of pupils, including those attending other providers, make good progress from their individual starting points. Sometimes progress is outstanding in personal skills, particularly in gaining confidence, self-esteem and self-control.
- Attainment varies linked to individual need. School data in 2014 showed that all pupils with a medical

need gained one or more GCSE A* to C and the majority of pupils gained one or more A* to G. Whilst this standard of attainment is below the national average, it represents good progress from the low starting points of many of the pupils.

- Case studies show that there is no difference overall between the achievement of the most able pupils, newcomers or those with special educational needs. However, information showed that the most able pupils achieved the higher levels, including access to studies at GCSE A level. Pupils' achievement is tracked in detail on an individual basis.
- Data in 2014 also showed that more girls made expected progress in English than boys and more boys made expected progress in science. Disadvantaged pupils made similar progress to others. The groups are too small to judge their attainment compared with other pupils and the results should be interpreted with caution. Overall, the school effectively promotes equality of opportunity.
- Older pupils achieved a good range of vocational qualifications which compare favourably with that achieved by pupils nationally. In 2014, data shows that three pupils were successful in gaining apprenticeships.
- Over time pupils have achieved comparatively well in ICT and French and Spanish. This is because staff have ensured that any gaps in learning are identified and filled.
- Achievement in reading is good. This is as a result of effective teaching. Support is targeted carefully and time is used well and includes a 10 minute reading time at the beginning of each lesson in Years 7 to 10.
- Pupils' skills in English and mathematics are not shared across other subjects. As a result, expectations in literacy and numeracy set for pupils in other subjects are not always high enough and this hampers the extension of their skills.
- The vast majority of parents who responded on Parent View (the on-line questionnaire for parents) thought that their child made good progress.

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	134130
Local authority	Lancashire
Inspection number	448028

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The Committee
Chair	Liz Laverty
Headteacher	Abigale Bowe
Date of previous school inspection	6 March 2012
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