

St Anne's Roman Catholic High School, Stockport

Glenfield Road, Heaton Chapel, Stockport, SK4 2QP

Inspection dates 8–9 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leadership and management are inadequate. Leaders have failed to tackle underachievement and weak teaching effectively. As a result, the school's performance has declined since the previous inspection.
- Some key subject leaders do not provide a good example for other teachers of effective practice in their own teaching or in their monitoring of students' performance.
- Achievement is inadequate. Too few students make sufficient progress, including in English and mathematics.
- Over the past two years, boys and disadvantaged students supported by additional pupil premium funding have underachieved.
- Students are inadequately prepared for their future learning because the school's curriculum does not develop their literacy and numeracy skills effectively.
- Teaching over time is inadequate. Students' poorly presented or inaccurate work is not always challenged. This is because too many teachers have low expectations of what students can achieve. Marking is inconsistent and has little impact on the improvement of students' work.
- Many students work on tasks that are too easy. This slows their progress and prevents them from learning effectively.
- The behaviour of students requires improvement. Some lessons are disrupted by poor behaviour, particularly where teaching is weak. Boisterous behaviour around the school occurs occasionally.

The school has the following strengths

- The school's work with disabled students and those who have special educational needs is good.
- Students are well prepared for the responsibilities of life in modern Britain.
- The school's work with students on bullying and internet safety is good. Students feel safe in school. The school's procedures for safeguarding are good.
- Overall attendance has improved and is now slightly above the national average.

Information about this inspection

- Inspectors observed a range of lessons in different subjects. Several observations were undertaken jointly with senior leaders. Inspectors also visited tutor groups and assemblies.
- Inspectors spoke with six groups of students about their progress in lessons, their views about the school's effectiveness and their safety in school. Inspectors also listened to some students reading.
- Meetings were held with representatives of the governing body, senior leaders, middle leaders and a representative of the local authority. Inspectors also looked at the school's review of its own effectiveness, improvement planning and other school policies. The inspection team considered a range of documentation in relation to child protection, safeguarding, students' behaviour and attendance.
- Inspectors took into account 41 responses to the online questionnaire (Parent View) and 42 inspection questionnaires completed by staff.
- Inspectors looked carefully at students' written work in lessons and engaged in a detailed analysis of students' books and files, an activity undertaken jointly with senior leaders.

Inspection team

John Townsley, Lead inspector

Additional Inspector

Jonathan Parkinson

Additional Inspector

Bernard Robinson

Additional Inspector

Rebecca Lawton

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- St Anne's Roman Catholic High School is smaller than the average-sized secondary school. The number of students on roll has fallen in the last three years.
- Most students are White British and speak English as their first language. The number of students from different cultural and religious backgrounds is small but increasing.
- The proportion of students supported by the pupil premium is above the national average. The pupil premium is additional funding for disadvantaged students and those students who are looked after by the local authority.
- The proportion of students who are supported through school action is broadly average. The proportion of students who are supported at school action plus or with a statement of special educational needs is also broadly average.
- The school uses two alternative providers of education, Stockport College and Changing Education, for a small number of students in Key Stage 4.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics.
- The school no longer enters students early for GCSE examinations.

What does the school need to do to improve further?

- Improve the impact of leadership and management at all levels, in order to drive improvements in teaching and students' achievement, by:
 - ensuring that leaders at all levels have the expertise and focus to bring about improvements in the quality of teaching, students' achievement and behaviour, and that they hold teachers to account for their performance
 - eradicating weak teaching, which over time has a negative impact on students' learning
 - ensuring the pupil premium funding is used effectively to improve the achievement of those students it is intended to support
 - ensuring that governors hold school leaders to account effectively regarding the quality of teaching, students' achievement and behaviour
 - improving the curriculum so it ensures all students develop the literacy and numeracy skills they need to achieve well.
- Improve the quality of teaching throughout the school so it is at least consistently good and accelerates students' rate of progress particularly in English and mathematics by ensuring that:
 - all teachers provide students with activities that challenge them to achieve their best
 - all students are keen to learn and are encouraged to answer challenging questions about what they are being taught
 - teachers mark students' books consistently and well, in order to provide them with the information and advice they need to improve their work and check that students act upon this feedback
 - staff raise their expectations of students' achievement and insist that all students' work is completed and presented to a high standard.
- Raise standards in English and mathematics for all students, but particularly for boys and disadvantaged students, so that they are at least in line with those expected nationally by:

- providing a very clear and effective structure, which is followed by all staff, for the teaching of literacy and numeracy skills, including comprehension, grammar and spelling, across the curriculum, from Year 7 through to Year 11
 - further developing older students' personal reading
 - ensuring high expectations of boys' achievement.
- Improve students' behaviour and their attitudes to their work by:
- dealing consistently and robustly with low level disruptive behaviour in some lessons and occasional boisterous behaviour around the school site
 - ensuring, through improvements to teaching that all students are working well and challenged in their learning and motivated to succeed.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved

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

Inspection judgements

The leadership and management are inadequate

- Senior and middle leaders, as well as governors, have not created an ethos which ensures that students' achievement, the quality of teaching and its impact, and students' behaviour are at least good and improving. The school's performance since the last inspection has declined and is now inadequate in a range of key areas. Areas for improvement identified at the last inspection have not been effectively addressed. Teaching, for example, is weaker rather than stronger than it was at the previous inspection.
- Students do not enjoy equality of opportunity in their learning because there are too many variations in the quality of teaching they receive. For example, disadvantaged students achieve less well than other students at the school.
- Checks by leaders on the quality of teaching and its impact on students' achievement are not rigorous enough. Senior leaders' and subject leaders' evaluations of the quality of teaching are overgenerous.
- Students' behaviour requires improvement because boisterous behaviour around the school is not always managed well and low level disruptive behaviour occurs in some lessons.
- Subject leadership is variable in quality. Not all subject leaders have the expertise or skills to hold staff in their department well enough to account for the progress students make. The monitoring of students' achievement by all leaders is inconsistent and rarely considers the progress shown in students' books to obtain an accurate view of the impact of teaching over time. Consequently, the school's view of its own effectiveness is overgenerous and the leadership of teaching over time is inadequate.
- Arrangements to manage the performance of staff are beginning to strengthen, largely as a result of the more focused work of the governing body.
- While some aspects of the curriculum work well, such as with regard to the development of students' spiritual, moral, social and cultural development, overall the curriculum is ineffective because too many students fail to develop the literacy and mathematical skills they need for the future. At the time of the inspection, there was no policy for literacy or numeracy in place.
- Students appreciate the wider opportunities on offer in school, particularly in sport. The school's work on preparing young people to function effectively for life in modern Britain is effective. For example, students spoke very positively about the development of their moral education through their involvement in charitable work and fundraising.
- Safeguarding arrangements meet requirements.
- Students attending alternative provision make good progress. Leaders ensure that they are closely monitored whilst in education off site.
- The local authority's extensive support for the school has yet to improve students' achievement, the quality of teaching or the standard of students' behaviour.
- Of the parents who completed the on line questionnaire (Parent View), 19% either disagreed or strongly disagreed with the view that the school is well led or managed.
- Newly-qualified teachers may not be appointed.
- **The governance of the school:**
 - Improvements in the quality of governance have not yet impacted upon the quality of teaching, achievement or behaviour. Systems, which have only very recently been put in place to bring about much greater robustness in the process of holding school leaders to account, are strong.
 - Although governors now have a sharper understanding of performance data and its use in improving the school's performance, they do not have an accurate understanding of the quality of teaching. Their assessment of the quality of teaching and its impact over time is overgenerous.
 - Governors have failed to ensure that the school uses the pupil premium funding to good enough effect. While they have put procedures in place to check how well these students are doing and, in recent times, have done more to challenge leaders about the underachievement of this group, governors have failed to address this underachievement with sufficient urgency.
 - Governors have failed to ensure that leaders have fulfilled their responsibility developing the literacy and numeracy skills of all students.

The behaviour and safety of pupils requires improvement

Behaviour

- The behaviour of students requires improvement. Students' attitudes to learning are too variable and, in

some lessons, students fail to respond positively to teaching, particularly where that teaching lacks pace and challenge.

- The low-level disruptive behaviour evident in some lessons was confirmed as being typical through discussions with a range of students, who spoke clearly about their experience of some lessons being spoiled through poorer behaviour. During the inspection, for example, some Year 11 students were disrespectful during prayers in form tutor time.
- Around the school, the behaviour of a small number of students is too lively. Discussions with groups of students confirmed that this behaviour is typical and that younger students in particular would like to see it improved.
- Attendance has improved significantly over the last year and is now slightly above average. The number of fixed-term and permanent exclusions has also reduced significantly in the last year and now compares well to similar schools nationally.
- Some students show mature attitudes to learning and a determination to achieve well. They appreciate opportunities to be involved in supporting the school, such as through prefect duties or in working with younger students who are struggling with their reading. Students are also very proud of their direct involvement with a range of charities and their links with schools internationally.
- Students know the various forms bullying can take and what to do if it happens. They believe that bullying is dealt with appropriately by the school and the school's records show that effective action is taken to address any bullying that occurs.

Safety

- The school's work to keep students safe and secure is good. Students know how to stay safe both inside and outside the school and when using the internet. This, they say, is due to the good information they receive in lessons and in assemblies.
- Students who receive their education off site are well cared for and are kept safe at all times.
- Those parents who completed the questionnaire on Parent View, were mostly either in strong agreement or agreement that their children feel safe at the school.

The quality of teaching

is inadequate

- As a result of weak teaching over time, students make inadequate progress. In too many lessons, activities do not match the abilities of individual students or different groups of students. This significantly limits the progress that students make.
- There is considerable inconsistency in the quality of teaching across the school.
- There is not enough good teaching. The work set for students is often too easy. There is often a lack of pace in learning and the quality of students' work is inadequate. All too often, low expectations on the part of the teacher result in such poor work remaining unchallenged.
- Teaching has an inadequate impact on the development over time of students' literacy and numeracy skills. Incorporation of literacy skills, such as spelling and comprehension, into all learning is poorly planned. As a consequence, basic skills are not consistently provided for and built upon. Poor literacy and numeracy skills are the major barrier to the students making good progress; this is particularly the case for those disadvantaged students who are entitled to support through the pupil premium.
- A detailed analysis of students' work showed the quality of marking to be inadequate. Although progress and achievement were seen to be secure in some subjects, books also showed that many students were making no progress in their work, and some were seen to be regressing.
- At times, students show that they can work together well and reflect on their learning, such as in their skills development in a Year 11 business studies lesson. However, in many cases, teachers do not check carefully that students understand what they are learning. They do not review students' work and progress sufficiently during lessons to extend their knowledge.
- Some students do not listen attentively to the teacher or to other students during lessons. When it occurs, students' inattention and poor behaviour are not managed well.
- Teaching assistants generally work effectively in their support of students with a range of abilities and needs. Their contribution, however, is often not directed well enough by teachers and this limits the overall impact of their work.

The achievement of pupils**is inadequate**

- Far too many students do not make sufficient progress over time from their individual starting points. Their rate of progress is hampered by teaching which lacks the quality needed to support good learning, and by the students' inadequately developed skills in reading, writing, communication and numeracy.
- Students enter the school in Year 7 with standards which are broadly average, or in the case of the 2014 Year 11 cohort, significantly above average. When they leave at the end of Year 11, standards are below average in many subjects, including English and mathematics.
- Since the previous inspection the achievement of students has weakened. Achievement in 2013 was inadequate. This is confirmed by the school's own self-evaluation. In 2014, the unvalidated data suggests improvement in a number of key areas, including the progress of students in English and overall attainment. Within the 2014 data, however, there remain significant concerns regarding the performance of disadvantaged students: the attainment gap between disadvantaged students and others in the school in terms of the numbers securing five A* - C grades, including English and mathematics, widened. Overall performance in mathematics was also well below that which was predicted by the school with outcomes for disadvantaged students being particularly poor.
- Overall, disadvantaged students underachieve. In 2013 disadvantaged students attained two-thirds of a GCSE grade lower in mathematics and a full grade lower in English than other students at the school. Compared with other students nationally, attainment in mathematics was broadly similar but in English it was almost a grade lower.
- In 2013, in both English and mathematics, disadvantaged students failed to make sufficient progress from their starting points at the school. This was particularly the case in English. Though the position improved in English in 2014, the rates of progress for disadvantaged students fell sharply in mathematics.
- Currently, many students underachieve because expectations of them are too low and leaders and staff have not enabled or challenged them well enough to succeed. This is true, in many cases, for the most able students, whose overall attainment, though not inadequate, is below those of similar students nationally. In too many lessons, higher ability students are insufficiently challenged.
- Students' books and files of work show a lack of progress and low levels of attainment. Written work was seen often to be carelessly presented or inaccurate. On far too many occasions such weaknesses are not challenged by teachers. This is particularly the case for boys because the school does not have high enough expectations of their achievement.
- Disabled students and those with special educational needs make better progress than other students at the school and this is reflected in the unvalidated outcomes for 2014. Current actions by school leaders are accelerating the progress made by students with special educational needs. The effective support of weaker readers in Years 7 and 8, for example, is improving significantly their success and confidence in different subjects.
- The small but increasing number of students from different cultural and religious backgrounds achieve well.
- In 2014, some students were entered early for GCSE examinations in mathematics, restricting the number of top grades achieved. The practice of entering students early for examinations has now ceased.
- Students who are educated off-site enjoy the experience and achieve well.

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	106144
Local authority	Stockport
Inspection number	442330

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	630
Appropriate authority	The governing body
Chair	James Flynn
Headteacher	Joanne Meredith
Date of previous school inspection	15 November 2012
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