

# St Philip Howard Catholic School

St Mary's Road, Glossop, SK13 8DR

## Inspection dates

4 November–1 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Requires improvement	3
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 has serious weaknesses.

- The achievement of disadvantaged students is inadequate. They are significantly underachieving in both English and mathematics. They do not make as much progress as other students.
- The support given by teaching assistants is inconsistent. Disabled students and those who have special educational needs do not make the progress they should in mathematics and English.
- School leaders do not have secure knowledge of reforms in special educational needs provision. The co-ordinator for special educational needs does not have a clear picture of the achievement of this group of students.
- Teaching has been inadequate over time. Teacher's expectations are too low, especially of the most able. Their marking and questioning skills are not always good enough to improve students' understanding. Not all teachers make sufficient use of assessment information to plan appropriate work.
- Form periods are not always used to best effect.
- Students' literacy skills are not sufficiently well-developed or supported in other subjects.
- Students' behaviour and attitudes to learning are not always good enough. Low-level disruption occurs in some lessons where work is not properly matched to their needs and is not dealt with consistently by all staff.
- Although attendance has improved, some students, particularly those eligible for pupil premium funding, are absent regularly.
- Systems for managing the performance of teachers and, thereby, improving students' achievement are ineffective.
- Senior leaders do not provide sufficient strategic direction; the school improvement plan is not fit for purpose.
- The effectiveness of subject leaders is variable, but improving.

### The school has the following strengths

- The school is a happy and caring community. Students say they feel safe in school.
- Effective systems are in place to ensure that students receive appropriate advice and guidance on their future careers.
- The recently appointed governing body is acting decisively to ensure it meets its statutory duties and leads school improvement effectively.
- The school promotes students' spiritual, moral, social and cultural development effectively.
- Behaviour and safety require improvement. Fixed-term and permanent exclusions are low.
- The extended leadership team is starting to take effective actions to secure basic improvements in teaching and achievement.

## Information about this inspection

- Inspectors visited 20 lessons; four were observed jointly with members of the leadership team. Inspectors also visited form rooms and an assembly.
- Meetings were held with the headteacher, senior leaders, the co-ordinator for special educational needs, six subject leaders, the National Leader of Education (NLE), four members of the governing body, including the chair, and representatives from the local authority and the diocese.
- Inspectors spoke with two groups of students formally as well as speaking with others informally in lessons and around the school.
- Parents' views were taken into account through the 23 responses to the online questionnaire (Parent View) and documents from a recent parent forum meeting.
- Inspectors took account of five responses to the staff questionnaire.
- Inspectors scrutinised students' work in mathematics, English, geography, science and religious education.
- Inspectors reviewed a variety of documents including: the school's self-evaluation summary, the school improvement plan, governing body minutes, records of referrals made to external agencies, and records on attendance and behaviour. They also looked at information about students' achievement and progress, and recent external reviews of governance, pupil premium spending and the school's performance. An inspector also looked at the single central record and a sample of staff recruitment files.
- Following the inspection days on 4–5 November 2014, the Regional Director identified that some additional inspection evidence was required to confirm the inspection judgements. Julia Wright and Clive Moss, Her Majesty's Inspectors, visited the school on 1 December 2014 to collect additional evidence.
- On their return to the school, Her Majesty's Inspectors, carried out additional meetings with the headteacher, senior leaders, two members of the governing body, including the chair, NLE, and three subject leaders, who have been seconded temporarily to the leadership team. In addition, they spoke on the telephone to the Deputy Director of Education for Derbyshire and the teaching and learning consultant for the diocese. They also reviewed a variety of documents, including the school improvement plan.

## Inspection team

Phil Harrison, Lead inspector

Seconded Inspector

Julia Wright, Lead inspector

Her Majesty's Inspector

Clive Moss

Her Majesty's Inspector

Anne McAvan

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- The school is a much smaller than average-sized secondary school.
- Almost all students are from White British backgrounds.
- Nearly a quarter of students are supported by the pupil premium. The pupil premium is additional funding provided by the government to support students known to be eligible for free school meals and looked after children.
- Less than a tenth of students is supported through school action; this is below average. Less than a tenth of students is supported at school action plus or with a statement of special educational needs, which is just above average.
- The school is a member of the Peak 11 Learning Federation, which is a partnership of 11 Derbyshire secondary schools which work collaboratively to share good practice.
- The school does not have any arrangements for alternative provision.
- Since the previous section 5 inspection there have been significant changes in the senior leadership and the governing body. For the last academic year an executive headteacher was in post temporarily.
- The local authority and the diocese commissioned a NLE to work with school leaders for a day a week, during the current academic year.
- The school meets current government floor standards, which set the minimum expectations for students' achievement.

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

- Improve the quality of teaching rapidly, so that all groups of students, especially the disadvantaged, the most able, and disabled students and those with special educational needs, make the progress they should, by ensuring that all teachers:
  - use assessment information to plan their teaching to ensure that all students make at least good progress
  - use questioning skills effectively to encourage all students, particularly the most-able students, to explore issues in greater depth
  - mark work consistently well across all subjects so that students have clear advice about how to improve their work and opportunities to respond to the guidance teachers give them
  - apply whole-school approaches consistently to improving students' literacy skills across subjects
  - use the support of teaching assistants more effectively to improve standards rapidly for disabled students and those who have special educational needs.
- Improve the quality of leadership and management swiftly at all levels by:
  - ensuring the special educational needs coordinator monitors the achievement of the students in her charge closely and helps teachers to address the learning needs of these students effectively in order to raise their attainment
  - immediately securing leaders' understanding of the recent required reforms to the support for disabled students and those who have special educational needs
  - ensuring that there is clear strategic leadership, and school improvement planning is sharply focused, includes measurable success criteria and indicates who will be responsible for measuring its effectiveness
  - supporting subject leaders to carry out their role more effectively
  - making form periods more purposeful by ensuring that appropriate learning takes place

- using performance management systems to set challenging targets for staff and eradicate weak teaching
- ensuring that leaders continue to implement the actions from the recent review of pupil premium spending to ensure that it is spent well to raise the achievement of those students it is intended for.

■ Improve behaviour and safety by:

- eliminating all low-level disruption in lessons so that all students can learn unhindered
- strengthening the school's approach to behaviour management and ensuring it is applied consistently by all staff
- continuing to improve attendance, particularly of disadvantaged students and those who are regularly absent.

## Inspection judgements

### The leadership and management

### requires improvement

- School leaders do not provide sufficient strategic direction. The extended leadership team is providing greater capacity to drive forward essential school improvements. The headteacher is supportive and responsive to the shared decisions of her team. As a result, there is a greater understanding of key issues and a growing sense of urgency.
- Plans for improvement are not fit for purpose. They are not focused sharply on measurable outcomes and do not make clear who is responsible for evaluating the progress that is being made. As a result, they do not provide a basis for rapid improvement in teaching or achievement.
- Systems for managing the performance of teachers are ineffective. Last year, all teachers received pay increases regardless of the progress of their individual classes. Their performance targets are not sufficiently refined for senior leaders to hold the teachers to account.
- Form periods are not used to best effect. Some teachers do not direct students to engage in useful activities. As a result students learn very little during these times.
- School leaders do not have secure knowledge of recent reforms in special educational needs provision. The co-ordinator for special educational needs does not have a clear picture of achievement for this group of students.
- The approach taken by teachers to develop the students' literacy skills is inconsistent. Teachers do not provide sufficient opportunities for students to develop these skills in their lessons. However, there are opportunities for students with low levels of literacy to attend discrete lessons during the day and after school. These students are starting to make progress.
- School leaders' judgements of the quality of teaching are increasingly accurate. This is largely because, leaders' judgements are now based on a wider range of information, including students' opinions, students' progress, work scrutiny and lesson observations. As a result, leaders are able to pinpoint staff training needs and provide appropriate coaching opportunities. There are early signs that teaching is improving.
- Recent improvements to the leadership of behaviour is starting to have an impact on improving attendance and reducing the number of incidents of poor behaviour. All staff take a collective responsibility for addressing attendance and behaviour issues. However, too much low level disruption remains which slows learning. Not all staff are successful in tackling this type of behaviour.
- The quality of subject leadership is variable, but improving. Senior leaders have adopted a more consistent and effective approach to their line management. As a result, subject leaders have a growing responsibility for the quality of teaching and the achievement of students in their subject areas. They are able to identify key priorities in their plans for improvement and often work on their own initiative to introduce practical ways to improve teaching in their subjects.
- The curriculum has been adapted suitably to meet the needs of different groups of students, including the most able and those with low levels of literacy. To date, it has not been effective in driving up standards, particularly for the most-able students. There is a variety of extra-curricular opportunities available for all students.
- School leaders are starting to ensure that the pupil premium funding is used effectively. Previously, most

of this funding was used for recruiting additional teachers in English, mathematics and science, mainly to address the needs of Year 11 students. A pupil premium review has been carried out and a senior leader now has sole responsibility for this area. He has started to implement a number of appropriate initiatives across the whole school. For example, he has introduced an effective peer-mentoring system to provide tailored support for eligible students. As a result, some of these students are starting to have more positive attitudes to school, and there are early signs that they are making more progress. Catch-up funding has been used to support a summer school for students joining the school from local primary schools. The effectiveness of this spending has not been evaluated by school leaders.

- Effective systems are in place to ensure that students receive appropriate advice and guidance on their future careers. There is a dedicated careers adviser and students have opportunities to experience careers-related activities through assemblies and off-timetable days. As a result, very few students are not in education or training (NEET) when they leave. Students are well-prepared for the next stage of their learning.
- Parents are supportive of the school. Parents' consultation evenings are well-attended and there is an opportunity for parents to join a parents' forum and attend a headteacher's surgery.
- The promotion of spiritual, moral, social and cultural development is a strength of the school. Students have numerous opportunities to explore different faiths, promote equality and get involved in charity work. Recently, students from all Peak 11 Learning Federation schools worked together to produce a film about multi-cultural society. These activities provide good opportunities for students to understand British values and to prepare for life in modern Britain.
- The local authority representative has a clear understanding of issues affecting the school and is taking appropriate action. Last year, in partnership with the Diocese of Nottingham, the local authority enlisted the support of an executive headteacher to support the school during the absence of the substantive headteacher. The local authority has recently commissioned a NLE to work with school leaders. He has had a significant impact in bringing about recent improvements. School leaders are highly responsive to his recommendations and are becoming increasingly confident in their roles.
- **The governance of the school:**
  - In September 2014, a new governing body was established which comprises a number of committed and experienced governors. At the same time, an effective review of governance took place. As a result, governance has been transformed. Governors are acutely aware of the challenges that the school faces and have taken rapid action to establish sub-committees with responsibilities for monitoring key areas of the school's performance. They are aware that previous systems for performance management had not been used effectively to determine pay progression. They are clearly starting to provide strategic direction to the school and an enhanced level of challenge to the headteacher, which she values.
  - The local authority commissioned a recent review of the use of pupil premium funding. Governors were able to talk knowledgeably about how this funding is now being used to better effect, to support the specific needs of eligible students. The governors work in an effective partnership with the NLE, the local authority and the diocese to ensure that strategies for school improvement are linked together.
  - The school's arrangements for safeguarding meet statutory requirements. A dedicated governor has been appointed to make regular checks on this area of work.
  - A financial deficit is forecast and is set to increase over the coming years. The governing body is aware that dealing with this is a priority and is working with the local authority to address it.

## The behaviour and safety of pupils

**requires improvement**

### Behaviour

- The behaviour of students requires improvement.
- Students' attitudes to learning are inconsistent. When teaching engages students, they show highly positive attitudes to learning. Some students are also very compliant, despite a lack of appropriately

planned work. However, in some lessons, there is too much low-level disruption because teaching is weak and activities are not well-planned to meet students' needs or appropriately challenging for those who are more able.

- The school's behaviour management system is not always used effectively or implemented consistently. A new system, incorporating more rewards, has recently been launched. Students say that teachers do not follow the school's behaviour policy consistently and, as a result, some feel unfairly treated.
- Although the attendance of all students is improving and is now just below national levels, the attendance of students supported by the pupil premium and of disabled students and those who have special education needs is still lower than others in the school. This has a negative effect on their learning and progress.
- Exclusions are low and there are very few incidents of serious misbehaviour. The majority of students conduct themselves well and show respect to adults and others within the school. They take pride in their environment and there is little litter or graffiti.
- Students are aware of the different forms of bullying, including homophobic- and cyber-bullying. They are confident that staff will deal with such incidents. Discriminatory language is rare and any incidents are dealt with appropriately.
- All parents who responded to the online questionnaire (Parent view) agreed that the school makes sure its students are well behaved.

### Safety

- The school's work to keep students safe and secure requires improvement.
- The school's single central record was found to have a number of administrative errors at the start of the inspection, but these were rectified immediately.
- All staff have undertaken child-protection training recently. Appropriate, timely referrals are made to external agencies. Those staff spoken with were aware of the procedures to follow if a child was at risk. Risk assessments are secure.
- Students have a good understanding of ways to stay safe.

### The quality of teaching

### is inadequate

- As a result of weak teaching over time, groups of students underachieve, particularly those in receipt of the pupil premium funding, the most-able students, disabled students and those who have special educational needs.
- Teachers' expectations of the students are too low. Teachers, do not make enough use of the information about how well students are doing, to devise lessons and activities that challenge students fully. Despite the creation of well-considered teaching plans, most teaching is pitched to middle-ability students.
- Activities are not adjusted well enough to help students to move on and enable them to make enough progress. In particular, as a result of gaps in prior knowledge of some students, the most able are often asked to repeat lower-level work before accessing a higher level. As a result, they are not progressing as rapidly as they could.
- Students' attitudes to learning are variable. In particular, where work is not well-suited to their needs, there is low-level disruption, which restricts the progress of all students in those lessons, particularly the most able.
- Marking of students' work is inconsistent. In the best examples seen, there are helpful comments that



allow students to re-draft their work and receive further feedback. However, there are too many examples where marking does not provide useful advice. Students' self-esteem is also affected by the use of 'unsatisfactory' stickers when the weakness is not explained. As a result, these students make slow progress.

- The literacy policy is not applied consistently by all teachers. Literacy skills are not reinforced sufficiently well across other subjects to ensure that students are making effective progress. Errors in spelling, punctuation and grammar are not always corrected and key words are rarely given sufficient emphasis. Students are not given enough opportunities to read aloud.
- Teaching assistants are not always developed and deployed effectively. Teachers do not always plan teaching assistants' contributions to lessons well enough, other than routine tasks. They fail to make the most of the support on offer. Teaching assistants do not always have sufficient knowledge about the children that they support to ensure that these students make progress.
- Teachers' use of questioning is inconsistent, and does not challenge the most-able students effectively. Too often the same students, usually the most-able, offer to answer the questions. In those lessons, other students are not confident to answer the questions in case they are wrong. As a result, teachers are not able to check on students' understanding and adjust tasks accordingly.
- In some lessons, students are keen to give their opinions and do their best. Good relationships and mutual respect are a key feature of these lessons. In one geography lesson, students were asked to move to either side of the room to demonstrate their decision as to which country aid should be given. They were asked to justify their reasons. As a result, these students were able to make progress in both their learning, and their social and moral awareness.
- Many teachers make regular and effective use of peer- and self-assessment. This is used most successfully in English books, when the teacher also checks students' assessments for their accuracy. As a result, these students are confident when working in pairs and make better progress.
- Students are set regular homework, and this is checked and marked by teachers. This has a positive effect on their learning and progress.

### The achievement of pupils

### is inadequate

- In 2013, at the end of Year 11, those students known to be eligible for the pupil premium were nearly a grade and half behind their peers in both English and mathematics. Their overall achievement was well below other students nationally. The difference in progress that disadvantaged students make, compared to others in the school, continued to widen in mathematics in 2014. There are very early indications that disadvantaged students in the current Year 11 are making better progress.
- Disabled students and those who have special educational needs do not achieve as well as they could in mathematics and English, at the end of Key Stage 4.
- The most-able students are not reaching the standards that they could, particularly in mathematics. In 2013, the least-able students also underachieved in both English and mathematics. Work in students' books indicates that these students are still not making the progress of which they are capable, because work is not tailored effectively to their needs.
- There is some variability in the achievement of students across subjects. In 2013 overall, students made progress in a range of subjects that was not significantly different to the national average. However, groups of students, including those with special educational needs and students eligible for additional funding, did not achieve as well as their peers, particularly in humanities and modern foreign languages.
- In 2014, the school entered a very small number of students for GCSE mathematics early. These students attained their target grades and proceeded to higher-level courses.
- Students enter the school with standards that are above or, as in 2014, in line with national figures.



Overall, students make progress in both English and mathematics that is close to national levels. The percentage of students achieving 5 or more A\*-C GCSE's including English and mathematics in 2014 is also in line with national figures. However, the under-achievement of key groups, means that overall, the achievement of students is inadequate.

## 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>	112972
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	448994

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>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	498
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin O'Connell
<b>Headteacher</b>	Wendy Steciuk
<b>Date of previous school inspection</b>	13 December 2012
<b>Telephone number</b>	01457 853611
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