

Siddal Moor Sports College

Newhouse Road, Heywood, Lancashire, OL10 2NT

Inspection dates 24–25 March 2015

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not enough students are making sufficient progress to attain national average standards in English and mathematics.
- The quality of teaching across the school is not consistently good enough to motivate students. As a result, not all students make the progress of which they are capable.
- Most teachers include in their marking suggestions of what students need to practise in order to improve their work, but not all students use this feedback to improve their work.
- Not all teachers use assessments of where students are in their learning to plan suitable work, so students sometimes are given tasks and activities that are too easy or too hard.
- Students do not always listen in lessons; they take time to settle to their work.
- Subject leaders do not always make sure teachers in their subjects teach well enough, which means some students attain higher standards in some subjects than in others.
- Subject leaders' plans to improve are not always sharply focused on the key actions that need to be taken, and do not always clearly describe what the successful outcome of the actions will look like.
- Senior leaders and governors are only now seeing the impact of actions they have taken to improve teaching and standards, and to increase the rate of students' progress.

The school has the following strengths

- The headteacher, senior leaders and governors have sought out, and worked with, a range of effective external support. They have chosen clear actions to improve standards and speed up students' progress.
- The school's arrangements to keep students safe in school are strong and students feel secure, well cared for and well supported. Students say they feel safe and are well supervised in school. Parents and staff agree that students are well cared for.
- Recently appointed senior leaders are now improving teaching and assessment effectively.
- The school's assessment of students' progress is now accurate. The checking of students' progress over time is clearly presented so all staff can now see clearly whether students are achieving sufficiently well.
- The majority of students behave well in and around the school. Students' behaviour has improved over time and they get on well with each other and with adults.

Information about this inspection

- Inspectors observed lessons or parts of sessions, involving 45 teachers. They observed four sessions jointly with senior leaders.
- Inspectors met formally with groups of students and talked informally to students in lessons and around the school.
- They also discussed the school's work with the headteacher, senior leaders, pastoral and subject leaders and the special needs coordinator. Inspectors also met with the Chair of the Governing Body and two governors, one of whom is the staff governor. They also met with a representative of the local authority.
- An inspector spoke with the Executive Principal of St Patrick's Roman Catholic Teaching School who works in partnership with the headteacher of Siddal Moor Sports College. An inspector also spoke on the telephone with the leader of alternative provision at Holy Family College.
- Inspectors took into account the 14 responses to the online questionnaire, Parent View, and took note of the school's surveys of the views of parents and of students.
- Inspectors considered the views of the 55 teachers and support staff who responded to a questionnaire distributed by the school.
- Inspectors observed the work of the school, including students' written work in their books and the school's records of students' progress and attainment. They also looked at minutes of governing body meetings, reports from the local authority and the partner school, the school's judgements of its performance and the plans to improve the school. Inspectors also looked closely at records in relation to safeguarding, child protection, attendance and behaviour.

Inspection team

Nell Banfield, Lead inspector	Additional Inspector
Elizabeth Haddock	Additional Inspector
Kath Harris	Additional Inspector
Jan Peckett	Additional Inspector

Full report

Information about this school

- Siddal Moor Sports College is an average-sized secondary school.
- The proportion of disabled students and those with special educational needs is similar to the national average.
- The proportion of disadvantaged students supported by pupil premium funding (additional funding for those students who are known to be eligible for free school meals and those looked after by the local authority) is much higher than the national average.
- Most students are of White British heritage. Very few students are in the early stages of learning English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- A small number of students from Years 10 and 11 attend courses away from the school site. They study English, mathematics and vocational subjects at Holy Family Roman Catholic Secondary School, Hopwood Hall College, Rathbone's and the Education Training Partnership.
- The school works with the Executive Principal of St Patrick's Roman Catholic Teaching School to ensure that standards improve rapidly. The Executive Principal is a National Leader of Education.
- The school also works closely with The SHINE Partnership, which is a local cluster of primary schools, to support the transition of pupils from primary to secondary education.
- The school holds the Information, Advice and Guidance Silver award for its work in careers and guidance. It is also a nationally accredited Healthy School.

What does the school need to do to improve further?

- Improve teaching so more students make faster progress by:
 - ensuring that all teachers use assessments of students' progress to select a task or activity that matches students' stages in their learning, so that students work at a level that is not too hard or too easy
 - making sure students have enough time to complete their work effectively
 - ensuring students improve their work as a result of teachers' feedback and marking.
- Improve students' attention and involvement in their work by ensuring that adults' expectations of their attitudes to learning are always high.
- Improve the impact of leadership by ensuring that all subject leaders use their accurate evaluation of the quality of teaching, learning and assessment to plan and bring about sharply focused improvements in students' achievement.

Inspection judgements

The leadership and management

require improvement

- Leadership requires improvement because, although senior leaders are taking increasingly effective steps to improve teaching, raise standards and increase student progress in the school, the impact of these steps is only now beginning to be seen.
- Teaching is now improving more rapidly because leaders now link the quality of teaching to its impact on students' progress; as a result their judgement of teaching is more accurate. Leaders' checks on the quality of teaching now include evidence from scrutiny of students' written work, to make sure the progress students make in the lessons seen is sustained over time. In addition, teachers are taking part in a range of training programmes, some of which are supported by the partner school, to improve their teaching further.
- Senior leaders have worked well with the local authority and external partners to check that assessments of students' learning are accurate. Accuracy has improved as a result. However, teachers are not always using assessments to set work that meets students' needs.
- Teachers' performance is well managed because their effectiveness in ensuring that students learn successfully is incorporated into any recognition, financial reward or increased status agreed by leaders and governors.
- The school's use of the Year 7 catch-up funding is improving the literacy levels of students who arrive with difficulties in reading, effectively. The pupil premium funding provides additional teaching to increase the rate of progress, particularly in English and mathematics, and more students are beginning to make better progress as a result. The funding also provides support for students to be ambitious for their future. For example, students visit universities and other schools both in the UK and abroad, to make sure they are all aware of opportunities both within and outside their locality. Pupil premium funding also provides additional advice and guidance for career choices after Key Stage 4.
- The school is committed to improving provision so that all students achieve well. The significant number of students in the school who are looked after by the local authority are well guided and supported by a specially appointed member of staff. They make good progress as a result. This demonstrates the school's increasingly strong commitment to making sure all students have an equal opportunity to succeed.
- Some middle leaders are increasingly effective in improving teaching in their subjects. However, middle leaders do not always have an accurate awareness of the quality of teaching and also whether some students are making slower progress than others. Their plans for improvement are sometimes not focused sharply enough on the most important areas that need to improve. In addition, the expected outcomes of middle leaders' actions are sometimes not stated clearly enough to ensure that they are fully aware of the required impact.
- The curriculum has been reviewed and adjusted, so subject choices now motivate students to achieve in subjects they enjoy and need for their future careers. Very few students leave school without going into education, employment or training. The school holds full discussions with students and parents about the choices students have in Key Stage 4 and how these choices will help them achieve well. In Key Stage 3, all subjects are taught by specialist teachers and additional time is spent studying English and mathematics, to ensure that students make progress towards the next stage in their education.
- The school promotes students' spiritual, social, moral and cultural development well. Students are able to visit many places of worship and discuss different lifestyles and beliefs. These visits, together with school assemblies and discussions in lessons, mean students accept and understand different lifestyles and beliefs, reject discrimination and get on well together. Good relationships exist as a result, both in school and in the locality.
- Students watch daily news items and discuss some of the issues that arise from current affairs. Opportunities in the curriculum are used to explore events such as the Holocaust and also to explore the issues around Kindertransport, and how the beliefs and events at that time compare with current British values and laws. Year 10 students are following the lead up to the forthcoming UK general election in a Democracy Day. They are being well prepared for life in modern Britain.
- The school checks closely on the performance of students who attend colleges or other provision away from the school site for some or all of their time. The majority are on track to attain externally accredited qualifications, with one student likely to attain standards in English and mathematics similar to national averages.
- The school's arrangements to keep students and staff safe in the school are exemplary and additional steps are taken to ensure the safety of younger children using the school facilities out of school hours.
- The local authority and the school's external partners work very effectively together to ensure that support

is streamlined and coordinated effectively. The school is improving rapidly as a result.

■ **The governance of the school:**

- Governors have improved their support and challenge for senior leaders. They ask questions about leadership reports, school information about students' progress, and about the quality of teaching, to make sure actions taken are effective.
- Governors have taken steps to make sure they understand the way the school measures progress and attainment, so they can see what the measures tell them about the performance of all groups of students. They know how additional funding, the pupil premium for example, is being spent to increase the rates of progress of students for whom it is intended. They scrutinise the information given to them by the school to ensure that students are improving their learning as a result.
- They support school leaders in recognising effective performance of teachers in improving standards and progress, and ensure that increases in pay or status are linked to improved teaching and also students' achievement. They fulfil their duties with regard to safeguarding well and are fully committed to sustaining the school's efforts in improving students' performance further.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of students requires improvement because not all students have positive attitudes to their learning, which limits their achievement. Some students chat and complete less work than they could in lessons and make slower progress as a result.
- Overall, however, students behave well in and around school, are polite to visitors and happy to talk about their school. The vast majority of students move around the school quietly, giving way to others when necessary. The small minority who push or who are impatient are not always checked by staff.
- A small proportion of parents and staff expressed concern about behaviour in school. The school's monitoring of incidents indicates a reduction in the number of students whose behaviour does not match the school's increasingly high expectations. The numbers of exclusions has risen recently because some students have not taken note of the first steps taken by the school to check behaviour that is not acceptable. However, school records show that very few students are excluded from school more than once. Inspection evidence indicates that this is because the school's message about high expectations for behaviour is increasingly clear.

Safety

- The school's work to keep students safe and secure is good. The vast majority of students work well together and feel safe; their parents and school staff agree that they are kept safe in school.
- There is virtually no bullying and students say if there were, they would be confident to report this to any member of staff. Students are helped to keep themselves safe and know about the risks in using social networking sites and mobile phones. There are very few instances where students make derogatory or racist comments but, if this happens, staff respond quickly to ensure that students know this is unacceptable.
- The school works exceptionally well with other agencies and with primary schools to make sure students who need additional support settle well when they arrive at the school in Year 7. This good support enables students with additional needs to make good progress overall.
- Attendance has risen as a result of increasingly effective actions taken to recognise and reward students who improve their attendance, and to support families whose children were not attending well. Attendance levels are now closer to national averages and fewer students are persistently absent.
- The behaviour, attendance and safety of students following courses away from the school site are monitored closely. There is regular and effective communication between the school and the course providers to make sure students are safe, including when travelling to and from the course venues.

The quality of teaching

requires improvement

- Teaching requires improvement because, although it is getting better and more students are making faster progress, the quality of teaching is not yet consistent across the school.
- Although teachers are beginning to present tasks and activities to students at different levels, they are not always effective in matching them to exactly where students are in their learning. Sometimes, students

are encouraged to challenge themselves and choose the level at which they wish to work. On other occasions, all students start at the first task and work their way through to the higher level of challenge. There are not enough occasions where teachers use the assessments of where the students are in their learning to direct students to work that is neither too easy nor too hard. In some lessons, students who have already completed an assignment have to wait until others have completed it before they can move on. Consequently, some students do not make the progress they are capable of.

- Where teaching does not engage students or help them learn effectively, they become less attentive, lose interest in their learning and spend time chatting. They are not always helped to move on steadily to the next stage in their learning. As a result students do not always develop their understanding or acquire knowledge as quickly as they could, and some written work remains unfinished.
- Students say most teachers mark their work regularly and often make suggestions or give short tasks to complete. These help students to learn where they have gone wrong and improve their understanding. However, not all students respond to the teachers' suggestions, and opportunities are lost for students to clarify misunderstandings or to become more confident and secure in their learning.
- Where teaching leads to effective learning, students are helped to move on to the next task that will develop their knowledge and understanding further. In mathematics, for example, Year 9 students were given time to respond to the suggestions the teacher had made in the marking of the previous task. The teacher helped students to use these suggested tasks to build on and strengthen their understanding. Students listened carefully to the teacher's explanation of the next activity. The explanation was linked closely to the students' level of understanding, so all students settled quickly to the subsequent activity. They were proud of the rapid progress they had made in applying what they had been taught.
- In GCSE physical education, Year 11 students made consistently good progress because they were questioned carefully to make sure they had remembered and understood from the previous lesson how the body reacts to steroids and how it responds to exercise. Their improving knowledge and understanding were strengthened by asking each other questions to test what they knew, before completing a short test on the topic.
- Students, especially those in Year 7 who arrive with the lowest literacy levels, make good progress in improving their reading and writing as a result of carefully planned and skilful teaching. All Year 7 students follow a literacy programme that moves them on progressively to more challenging texts. These materials are paid for by Year 7 catch-up funding and are effective in developing students' reading skills.
- Teaching assistants provide helpful and unobtrusive support and also additional explanations to students so that they are able to improve their rates of progress.

The achievement of pupils

requires improvement

- Achievement requires improvement because not enough students make the progress of which they are capable in English and in mathematics, including students supported by pupil premium funding and the more able students.
- Many enter the school working at standards below the national average. Fewer students reach the standards attained by most students nationally. However, improved assessments are now helping the school to identify students who are falling behind so they can be helped to catch up.
- Students with special educational needs and those looked after by the local authority make good progress because of the good support and guidance they receive from specialist staff.
- In 2014, disadvantaged students attained almost a full grade lower than non-disadvantaged students in the school in English and mathematics. In English, disadvantaged students achieved a full grade lower than non-disadvantaged students nationally. In mathematics, disadvantaged students achieved more than a full grade lower than non-disadvantaged students nationally. However, this group of students has begun to make better progress as a result of improving teaching and additional support, and the gaps between their achievement and the achievement of similar students nationally is narrowing.
- The more able students, in the last three years, have made slower progress than the same group nationally. However, because they are now well supported, because teachers are beginning to raise their expectations of the progress the more able students make, and because the school is checking that all students making the progress they should, these students are beginning to make faster progress.
- The increase in the rate of students' progress, because of improving teaching, is shown in the school's measures of progress, verified by the external partner school for accuracy. Figures indicate standards are on track to rise in 2015, for all groups in English and mathematics. Inspection evidence, including the scrutiny of students' work and the observation of learning in class, supports this.

- The majority of students who are educated away from the school site make better progress in these settings, because they are interested and engaged in the courses they are following. All are following accredited courses and are on course to attain relevant qualifications.
- The school does not enter students early for GCSE examinations.

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	105834
Local authority	Rochdale
Inspection number	430986

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	908
Appropriate authority	The governing body
Chair	Karen McCarthy
Headteacher	Ray Baker
Date of previous school inspection	25 April 2012
Telephone number	01706 369436
Fax number	01706 620830
Email address	office@siddalmoor.rochdale.sch.uk

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