

CfBT Inspection Services
Suite 22
West Lancs Investment
Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231

Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566 855

Direct F 01695 729320

Direct email: gnewton@cfbt.com



23 April 2015

Mr K Turmeau
Headteacher
Harrytown Catholic High School
Harrytown Lane
Romiley
Stockport
Cheshire
SK6 3BU

Dear Mr Turmeau

Requires improvement: monitoring inspection visit to Harrytown Catholic High School, Stockport

Following my visit to your school on 22 April 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- build and develop students' aspirations and thirst for learning, particularly those who are most disadvantaged
- ensure that low-level disruption in some lessons is reduced by a more consistent and effective application of the school's behaviour policy
- ensure that the Governing Body has the capacity to monitor effectively the actions outlined in the school improvement plan so they can continue to hold the school to account.

Evidence

During the inspection, meetings were held with the headteacher, other senior leaders, students, members of the Governing Body and representatives of the local authority and the Diocese to discuss the actions taken since the last inspection. The school improvement plan was evaluated.

Context

Since the last inspection two teaching staff and three governors have left the school and a teacher of English and modern foreign languages has been appointed.

Main findings

The school has moved quickly to address the areas for improvement identified in the previous inspection report. Action planning rightly focuses on the close monitoring of the progress made by underachieving groups. Intervention strategies are in place to address underachievement including additional support in lessons and one-to-one mentoring. However, there is insufficient focus in the improvement plan on the underlying issues affecting the achievement gap such as students' lower aspirations.

Teachers have worked hard to improve the frequency, consistency and quality of their marking and feedback and this is much appreciated by the students; they said that it helped them to understand better how to improve. The students I met with said that teachers now had higher expectations of the work in their books and set more homework. However, not all felt that the homework helped them to make progress because they needed the support of a teacher to ensure they were doing it properly. They suggested that a lunchtime or after-school homework club would enable them to achieve more.

Although teachers have higher expectations of their written work, students did not think that the lessons were any more challenging and had noticed little change in the way they were taught. The students voiced the opinion that the greatest improvement the school could make would be to ensure that the behaviour policy is applied effectively and consistently to prevent disruption in lessons.

The school has addressed the need for middle leaders to hold their departments to account particularly for the progress of groups identified as underachieving. Actions have included the sharing of good practice and increased work scrutiny.

Since the last inspection three governors have resigned. These include the Co Vice Chair, the link governor for students with disabilities and special education needs and members of the curriculum committee. The Governing Body therefore need to ensure that they have the capacity to hold the school to account for the

implementation and on-going review of the effectiveness of the school improvement plan.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Following a recommendation in the previous inspection report the local authority and Diocese have brokered a review of the school's use of the pupil premium fund. The local authority has partially funded this review as well as reviews of the mathematics department and of the school's provision for students with disabilities and special educational needs. The Diocese has supported the school in analysing the progress data of students eligible for pupil premium funds. Plans are in place for members of the mathematics department to undergo training facilitated by a local teaching school and the school has brokered an attendance review. Members of the school's leadership team have attended an Ofsted 'Getting to Good' seminar and are booked to join a 'Through the Lens' event later this term. It is too early to judge the impact of external support.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Stockport and the Diocese.

Yours sincerely

Janet Palmer

Her Majesty's Inspector