

# Stafford Manor High School

Wolverhampton Road, Stafford ST17 9DJ

## Inspection dates

9–10 December 2015

## Overall effectiveness

## Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Require improvement
16 to 19 study programmes	Require improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Outcomes for pupils at GCSE, based on five good grades including English and mathematics, have been on a three-year falling trend and in the most recent examinations were well below the national average.
- The extent to which pupils have made expected or more than expected progress up to summer 2015 is below the national average.
- Leaders' use of the additional pupil premium funding has not been effective enough to secure sufficient improvements for disadvantaged pupils. The gaps in attainment and progress between these pupils and other pupils over time have not narrowed quickly enough.
- Governors do not hold leaders sufficiently to account for safeguarding arrangements and outcomes for disadvantaged pupils.
- Teaching is inconsistent, especially in the way lessons are planned to meet individual pupils' needs. Teachers' feedback does not always let pupils know how they are doing and how they can improve.
- Changes in middle leadership have been too recent for the newly appointed leaders to demonstrate enough impact.
- Outcomes are low in the sixth form, as is the percentage of learners who stay on after Year 12.

### The school has the following strengths

- The school is improving after outcomes for pupils fell into very rapid decline soon after the last inspection. Senior leaders are ambitious to secure further success and have the capacity to do so.
- Previously identified weak teaching and middle leadership has been either removed or improved.
- Provision for disabled pupils and those with special educational needs is good. Their outcomes are better than those of other pupils in the school.
- School performance information indicates that current pupils, including those who are disadvantaged, are making more rapid progress than previous cohorts.
- Behaviour is good. Leaders have established an ethos built on respect and tolerance for everyone. Pupils are very proud of their school.
- Pupils feel very safe in school.

## Full report

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

- Improve leadership and management by ensuring:
  - leaders and governors monitor and evaluate more rigorously the impact of different activities funded by the pupil premium on improving outcomes for disadvantaged pupils
  - forecasts for examination results are accurate
  - middle leaders develop their roles further in monitoring teaching and securing improved outcomes in their areas of responsibility
  - provision for modern languages is improved
  - foundation subjects are led by suitably well-qualified and trained leaders
  - pupils have a deeper understanding of the similarities and differences between Christianity and other major world faiths
  - governors are trained effectively to hold leaders to account for safeguarding procedures.
  
- Improve outcomes for pupils at GCSE by ensuring teachers consistently:
  - challenge the most-able pupils to do as well as they can
  - set work at the appropriate level of challenge for pupils, including those who are disadvantaged and those identified as at risk of falling behind
  - inform pupils, through marking and feedback, how they can improve their work so that they know what to do to reach the next stage in their learning
  - provide more opportunities for extended writing in a wider range of subjects
  - address any gender gaps between boys and girls in attainment.
  
- Improve provision and outcomes in the sixth form by making sure:
  - teaching is consistently good
  - retention rates improve as a result of learners receiving good guidance about the suitability for them of the courses they wish to study
  - personal, social, health and economic education is well planned
  - religious education is taught on the curriculum
  - learners have the opportunity for work experience.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leaders have a slightly over-generous view of the strengths and weaknesses of the school. While this is an improving school their impact has yet to be seen sufficiently in outcomes for pupils at GCSE. Leaders' forecasts for outcomes at GCSE in mathematics were inaccurate in 2015 and results were significantly below those predicted.
- Leaders have not ensured that the pupil premium funding has been deployed effectively enough to narrow the gap in attainment for disadvantaged pupils. Until very recently there was no individual senior leader with named responsibility for leading on evaluating how well the school's pupil premium is spent.
- Newly appointed middle leaders have not been in post long enough to demonstrate their impact over time. Although the right measures have been put in place, for example new leadership in mathematics to avoid a repeat of last year's underperformance at GCSE, the impact will not be fully seen until next year's results are known.
- Not all foundation subjects are led by a suitably qualified specialist, including languages. Provision for modern languages at Key Stage 3 is limited in time and no pupils are currently taking the subject at Key Stage 4.
- Leaders are ambitious for success. The headteacher and senior leaders have worked tirelessly to bring about improvements and have the capacity to improve the school further.
- The ethos of the school has been transformed, according to pupils and long-serving staff spoken to. They were full of praise for the impact of the headteacher's leadership.
- Leaders have ensured a significant improvement in behaviour in the school. A new system of rewards and sanctions, introduced in 2013, has led to a fall in recorded incidents each year since then.
- Senior leaders have tackled a significant budget deficit and a falling roll which led to a significant reduction of staff. They have removed previously identified weak teaching. They have reduced the number of teaching and learning responsibility payments, to eradicate weak leadership.
- Leaders have improved teaching through their effective monitoring and support. Faculty reviews, for example those that were conducted recently in science, are an effective tool to monitor the quality of provision and outcomes in depth.
- Leaders' monitoring of pupils' performance shows that rates of progress for pupils currently in the school are improving.
- Leadership of special educational needs is a significant strength of the school, as seen in the outcomes for pupils and the effectiveness of the support.
- British values of respect and tolerance for others have been fostered by a strong focus on the promotion of pupils' spiritual, moral, social and cultural development, especially through lessons in social and emotional learning, citizenship and philosophy and ethics. Pupils are introduced to the concept of democracy through elections to the school council. Leaders have not ensured that pupils have a deep enough understanding of world faiths other than Christianity, however.
- Equal opportunities are promoted well by leaders. The school has worked successfully with boys to tackle previous sexist language towards girls, and this has led to improved relationships within the school. Opportunities for girls include their own football team and a focus group. Girls reported that they are listened to well by teachers. The school was represented by a pupil at the recent international women's day in Parliament.
- The school offers a wide range of courses and qualifications on the curriculum. These are supported by additional activities at lunchtime and after school, including sport, food, art and French.
- All staff have received 'Prevent' training to heighten their awareness of the risks of radicalisation and extremism.
- The local authority is providing a high level of support including termly reviews with written reports, access to a headteacher consultant, subject support for history and geography and a review of governance.
- **The governance of the school**
  - Governors were slow to react to the previous financial deficit and to hold the school to account for the pupil premium funding for disadvantaged pupils. They have belatedly commissioned a review for February 2016.
  - Governance has now been strengthened with the appointment of additional governors with financial and educational expertise. Governors now hold the school rigorously to account for results, especially after the most recent unexpected outcomes in mathematics.

- Governors commissioned an external review and are acting on the areas for development identified.
- Governors ensure that performance-related pay for teachers is appropriate.
- The arrangements for safeguarding are effective. The school has a comprehensive and detailed up-to-date policy which meets all statutory requirements. Staff have received relevant training. Risk assessments are carried out robustly. Governors have not received sufficient training to enable them to check effectively whether the school meets all its statutory safeguarding responsibilities. Leaders keep parents fully informed on procedures and policies concerning safeguarding in order to foster a culture of safety in the school.

### **Quality of teaching, learning and assessment** requires improvement

- Teachers' planning of lessons is inconsistent. All teachers conform to the school's expected format of identifying and setting targets for individuals at risk of not making expected progress, but in some instances, all identified pupils get the same target regardless of their need.
- Some teachers do not set high enough expectations and challenge for the most-able pupils. Even when they set learning objectives at an increasing level of difficulty, including A\* questions, pupils do not always realise this and sometimes start with the easier questions.
- Pupils are not always given sufficient time to implement corrections or improve their work. In some instances they are given a target related to a topic on which they have been working, but in the next piece of work they have moved on to something completely different. Teachers do not always have high enough expectations of pupils' presentation of work, punctuation and grammar.
- Work in pupils' books is assessed through a star marking tracking system but this does not consistently inform pupils, especially those in Key Stage 3, how well they are doing.
- Pupils are not always given enough opportunities for extended writing in a range of different subjects. As a result, too few pupils write with imagination using a wide enough range of vocabulary.
- In most lessons there is a positive ethos for learning. Pupils respond particularly well to practical activities, including in art, science and design and technology. There are good relationships between teachers, additional adults and pupils. In these lessons pupils show interest and a high degree of motivation towards the activities teachers provide.
- Pupils spoken to said that previously, too many lessons were poorly taught and behaviour was not well managed. They said that this had improved significantly in the last two years. They now enjoy almost all their lessons and feel they receive more challenging work than before.
- Lessons are generally managed well to ensure there is little or no low-level disruption to interrupt pupils' learning.
- Lessons are planned well when individual pupils at risk from falling behind are identified and have individual targets set which meet their particular needs.
- Teachers consistently demonstrate good subject knowledge. They use clear explanations and skilful questioning to deepen pupils' understanding.
- In a number of lessons pupils present their work well. Evidence from their books shows that these pupils receive extra challenges, followed by detailed comments and feedback.
- In the best feedback from teachers, pupils know what they have achieved and which learning objectives set apply to them to reach the next stage in their learning. This is enhanced where teachers give pupils access to the marking criteria and pupils can mark their own or others' work.

### **Personal development, behaviour and welfare** is good

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. The ethos of the school is calm and built on strong relationships and respect for each other. Pupils spoken to responded favourably to the small size of the school, saying that everyone is known and looked after well.
- All pupils spoken to said that they felt very safe in school and that there was no bullying. Older pupils reported that when they were younger, bullying happened frequently, but this has now been stamped out. Pupils are aware of the different types of bullying that can occur.
- Pupils spoke with enthusiasm about how social and emotional learning and philosophy and ethics lessons promote their safety and well-being. Pupils use potentially dangerous equipment safely, such as soldering irons in design and technology, and take suitable precautions to keep themselves safe.

- No derogatory or abusive language was heard during the inspection and pupils confirmed that it does not happen. If an incident did occur they all said confidently they would report it to a trusted adult. Those spoken to knew the name of the designated safeguarding lead officer.
- In a special assembly pupils showed eagerness to win points for achievement and enthusiastically applauded their peers who had won prizes.
- In creative arts lessons pupils choose themes for their projects such as bullying, discrimination, disability and identity for their project work, showing empathy for others and respect for differences.
- Use of tutor time is variable. For some it is an opportunity to develop their reading skills while for others it is a time to chat to each other.
- Despite their respect for others' differences, older pupils spoken to knew little about world faiths other than Christianity. Hardly any of them could accurately identify their main features.

## **Behaviour**

- The behaviour of pupils is good. There are few recorded incidents of poor behaviour. Behaviour information is analysed in great detail and there are no trends or patterns for any particular pupil group.
- Pupils spoken to said that behaviour is now good in almost all lessons and around the school. Pupils wear their uniform with pride and move around the building in an orderly fashion. They are respectful and courteous to others, including visitors. They are friendly and polite.
- Breaktimes are calm, outside and in the dining hall. Pupils take responsibility for their own behaviour, moving around the dining hall with minimal need for supervision.
- Pupils value their education and are highly appreciative of the improvements in the quality of the provision in the last two years. Most pupils spoken to said they enjoy all their subjects.
- In lessons, pupils listen to others' views with respect and support each other with their learning when working in pairs or groups.
- Most pupils enjoy taking responsibility for their own learning and are keen to make choices when teachers give them the opportunity. They are not over-dependent on teachers for help and will take the initiative to find things out for themselves by their own research or asking a friend. Pupils have a sense of community as well as independence.
- In lessons seen during the inspection, the large majority of pupils conducted themselves well and there were very few incidents of misbehaviour seen. Pupils are resilient even in those lessons where the pace of learning dips.
- The rate of permanent and fixed exclusions has fallen sharply from a very high rate two years ago.
- Attendance has been below average for at least the last two years but is now rapidly improving for all pupils, including those who are disadvantaged. The rate of attendance this term for pupils is significantly above the rate at the same time last year, with no significant differences between any pupil groups. The attendance of the small number of pupils receiving off-site provision is checked regularly. The school has implemented a series of sanctions against parents to tackle persistent absence. Absence is monitored closely by pupil group.
- The breakfast club, funded by the pupil premium but open to all, has promoted improved attendance for the 80 or so regular attenders, the majority of whom are disadvantaged.
- Off-task disruptive behaviour happens in the occasional lesson where pupils have got stuck or lost interest.
- A small number of pupils in Year 9 said they were disaffected with French as a result of previous weak teaching. The absence of any take-up in languages in Years 10 and 11 indicates this is not a popular subject.

## Outcomes for pupils

## require improvement

- The proportion of pupils achieving five or more good GCSE grades, including English and mathematics, has fallen over the last three years and is well below average.
- The percentages making expected and more than expected progress between Key Stage 2 and 4 have improved slowly from the lowest position in 2013, but in the most recent GCSE examinations were still well below average.
- In the most recent examinations, outcomes in mathematics were well below those forecast by the school and declined to be further below average. In English the proportion of pupils making expected progress rose compared to the previous year. Results were good in science. Outcomes in humanities subjects were low as a result of previous weak teaching.
- The attainment gap for disadvantaged pupils has not narrowed sufficiently and in the most recent examinations remained too wide. The school is moving to a new tracking system for pupils in Key Stage 3 which makes it hard to ascertain current progress of pupils this term. Up to the summer term 2015 rates of progress in Years 7, 8, and 9 remained lower for disadvantaged pupils than for other pupils in English, mathematics and science.
- Not enough of the most-able pupils achieved the highest possible grades at GCSE or made more than expected progress.
- Not enough of those pupils who needed to catch up based on their low Key Stage 2 outcomes did so by the end of Year 11.
- In the most recent examinations disabled pupils and those with special educational needs outperformed other pupils in the school for both attainment and progress in most subjects. This was as a direct result of effective tracking and support from leaders and additional adults. These pupils make good progress especially in English and mathematics.
- The small number of pupils new to learning English as an additional language are settling well and making rapid progress from their starting points. They are integrated well into lessons.
- According to the school's performance information and scrutiny of pupils' books, current pupils in Years 10 and 11 are making more rapid progress than previous cohorts and are set to achieve results closer to the national average. There is a wide gap between the progress of boys compared to girls, however. The school has tackled the past underperformance of girls through a range of successful initiatives but is now focusing resources on a group of underperforming boys.
- Progress of disadvantaged pupils currently in school is improving and the gap with their peers is narrowing. Reading age improvements are higher for disadvantaged pupils compared to other pupils in almost all year groups.
- Arrangements for moving to the next phase of their learning are appreciated by pupils. Pupils new to learning English have been quickly settled and welcomed and are highly appreciative of the support they have received. Year 7 pupils reported they settled quickly because of the help of older pupils. Year 9 and 11 pupils are well informed and guided about their next steps and options. Destination outcomes are high.

## 16 to 19 study programmes

## require improvement

- In the most recent examinations A and AS level outcomes were low given learners' starting points, which were also low compared to nationally when they joined the sixth form. Outcomes were based on a very small cohort, however.
- The percentage of learners who stay on after Year 12 is low. Too many embarked on courses that were not appropriate for them given their starting points. A quarter of learners leave to go on to apprenticeships.
- There are a small number of courses on offer in the school, although this is added to within the Stafford Collegiate where the range of courses on offer is broad. Overall the range of academic courses is broad and well established. The numbers of learners on courses are very low.
- Provision for personal, social, health and economic education (PSHE) is in place but is not well planned. There is no opportunity for learners to study religious education. Work experience opportunities are at an early stage of development. Learners did not have any work experience last year but this is being addressed for the current year.

- New leadership has led to appropriate actions being taken and improvements in provision but it is too early to see the impact of this. All requirements for the 16–19 study programme have only recently been put in place. Previous weaknesses in the programme have been identified and changes put in place for this year. Clear direction from leadership means that this is an improving sixth form. Outcomes are forecast by the school to improve in 2016.
- Progress towards the development of learners' English and mathematics skills is good. Outcomes are more favourable for vocational courses where learners are well placed and they make expected progress from their starting points.
- Attendance has improved in 2015 from a low figure in 2014 and the current rate of attendance for this term is high. Leaders are tracking learners' attendance more rigorously, as well as their performance, and they are checking the quality of teaching more closely.
- More learners have stayed on into Year 13 this year as a result of better careers guidance. The sixth form now offers good care and guidance to its learners.

## School details

<b>Unique reference number</b>	124467
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10005678

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	296
<b>Of which, number on roll in 16 to 19 study programmes</b>	40
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patricia Rowland
<b>Headteacher</b>	Jude Slack
<b>Telephone number</b>	01785 258383
<b>Website</b>	<a href="http://www.staffordmanorhighschool.com">www.staffordmanorhighschool.com</a>
<b>Email address</b>	<a href="mailto:office@smhs.staffs.sch.uk">office@smhs.staffs.sch.uk</a>
<b>Date of previous inspection</b>	30–31 January 2012

## Information about this school

- Stafford Manor is much smaller than the average-sized secondary school. The number on roll has fallen by over 100 since the last inspection.
- The proportion of disabled pupils and those who have special educational needs is about one in five, above the national average.
- The percentage of pupils from minority ethnic groups is much lower than the average nationally. There are a very small number pupils who are at an early stage of learning English as an additional language.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is much higher than average.
- The proportion of pupils who join or leave the school midway through a key stage is slightly above average.
- The headteacher was appointed at Easter 2013, a year after the last inspection. The headteacher has extended the senior leadership team through additional appointments. The number of teaching and learning responsibility payments has been significantly reduced through staff leaving or relinquishing their responsibilities. The heads of departments for English and mathematics started in September 2015.
- The school changed its name from Stafford Sports College in August 2015.
- The school is supported by a school improvement adviser who is part of the local authority.
- Based on their unvalidated 2015 results, the school did not meet the government's 2014 floor standards. These are the minimum standards expected for pupils' learning and progress in reading, writing and mathematics.



## Information about this inspection

- Inspectors observed 22 lessons or parts of lessons, of which 11 were jointly observed with the headteacher or senior leaders. In addition, inspectors made a number of other short visits to lessons and tutorials and other activities, for example to look at pupils' books and behaviour.
- Inspectors listened to pupils read during tutorials and lessons.
- Meetings were held with the headteacher and senior leaders, other members of staff, a group of pupils, the Chair of the Governing Body and four other members of the governing body, and a representative from the local authority who is the school's improvement adviser.
- There were insufficient responses to the online questionnaire, Parent View, and no Parent View free text responses for inspectors to take into account.
- Inspectors read four letters of support for the headteacher sent to inspectors by two members of staff, a parent and an external partner.
- Inspectors observed the school's work and scrutinised a number of documents, including the school's own self-evaluation, improvement plan, school information on pupils' recent attainment and progress, behaviour and attendance logs, policies and procedures including pupil premium, safeguarding, child protection and behaviour.
- Inspectors reviewed the minutes of the recent governing body meetings.

## Inspection team

Mark Sims, lead inspector

Alun Williams

Elizabeth Ellis-Martin

Her Majesty's Inspector

Her Majesty's Inspector

Ofsted Inspector

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