

# Stanley High School

Fleetwood Road, Southport, Merseyside PR9 9TF

## Inspection dates

14–15 June 2016

## Overall effectiveness

**Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders have not acted quickly enough to bring about the necessary improvements from the previous inspections.
- Despite the previous two inspections judging the school as requires improvement, the school is not yet good and still requires improvement in all areas.
- Leaders' own evaluation of how well the school is doing is not accurate. Leaders were unable to provide sufficient and reliable evidence to support their evaluations.
- The standards reached by disadvantaged pupils, those who have special educational needs and/or disabilities and the most able are not high enough.
- The quality of teaching continues to be inconsistent and the needs of pupils are not always being met.
- Pupils' literacy skills are not well supported and the quality of marking for literacy is not of a high standard.
- Attendance is below the national average and the number of pupils who are persistently absent is too high.
- Not enough has been done to engage effectively with parents.

### The school has the following strengths

- Governors are starting to provide rigour and challenge to leaders in a way that has not previously happened.
- The personal development and welfare of pupils are good. The promotion of fundamental British values and the work the school does to promote lesbian, gay, bisexual and transgender equality is particularly strong.
- Pupils are kept safe at this school and pupils are provided with the knowledge and skills they need to keep themselves safe.
- Staff are very supportive of the school and feel that they are valued and well supported.

## Full report

In accordance with 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.

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

- Increase the speed at which the recent improvements have been happening and ensure that leaders accurately monitor the impact that actions are having on pupils' learning.
- Reduce the inconsistencies in the quality of teaching, learning and assessment.
- Improve outcomes for the most able pupils, for pupils who have special educational needs and/or disabilities and for those who are disadvantaged.
- Improve the attendance of pupils and reduce the number of pupils who are persistently absent.
- Strengthen the ways in which the school communicates with parents and assesses their views and concerns.

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

### Effectiveness of leadership and management is inadequate

- Leaders have been too slow in bringing about the changes identified as necessary in the last inspection report. For too long, pupils at this school have not received the good education that they deserve.
- There is no doubt that the leaders have a clear vision and ambition for the school but this has not been realised. This is because their own self-evaluation is too generous and, as a result, planning for improvements has not been accurate. Also, the predictions for future improvement are not fully supported by evidence gathered by inspectors.
- Leaders have focused on addressing the key areas for improvement identified in the last inspection. In doing so, they have not noticed that other areas of the school also need improving: for example, low-level disruption in lessons, attendance and tracking the progress of all groups of pupils.
- The support for disadvantaged pupils has not been properly coordinated until very recently. The recommended pupil premium review has not taken place and there is no clear link between the spending of pupil premium funding and the impact of that expenditure on outcomes. A leader is now responsible for checking the progress of disadvantaged pupils and governors have established a separate committee with specific responsibility for this. The school predicts that the gap between the performance of disadvantaged pupils and that of other pupils will narrow quickly. However, this was not borne out by the work seen by inspectors.
- The support for the least able pupils has led to improvements in their reading ages but not in their numeracy skills. Leaders do not track the progress of these pupils across all subjects.
- The actions that leaders have taken to address the key areas for improvement have only recently begun to have an impact on pupils' achievement. Leaders have recently introduced a new system for checking the quality of teaching and learning over time. However, inconsistencies in the effectiveness of feedback and marking for literacy indicate that there is still work to be done.
- Teachers really value the professional development that they are given and the vast majority feel that their teaching is improving. Leaders encourage the most effective teachers to share good practice and take on additional roles and responsibilities.
- Leaders are now using performance management more effectively. Performance management is now aligned to how well pupils achieve, and this has brought a greater sense of focus and feeling of accountability. If teachers are struggling, leaders take swift action to provide further support but will also take robust actions where practice fails to improve.
- Newly qualified teachers and recently qualified teachers are very well supported. The teachers who were spoken to during the inspection were full of praise for the support they have been given and noted how much their teaching skills have improved.
- The curriculum has recently been reviewed and is now providing a greater balance and breadth. Leaders have designed the curriculum to respond to the new changes that are happening nationally and have kept the needs of pupils in mind. The extra-curricular activities provided are wide and varied. Pupils are able to take part in artistic, creative, dramatic, musical, scientific, sporting and technological activities throughout the week. The pupils value these opportunities and they can see themselves how these opportunities develop their character and skills.
- Leaders have a number of initiatives to engage parents, including termly bulletins, podcasts and other forms of social media. However, leaders do not have a method of assessing the views of parents. A significant minority of parents do not feel that leaders communicate well with them or listen to them.
- Leaders' promotion of the spiritual, moral, social and cultural development of pupils is a strength. Pupils benefit from the assemblies, specific lessons, 'drop down days' and time spent in tutor groups to discuss and reflect on what it means to be a British citizen today. Pupils are given opportunities to develop their moral and social awareness by partaking in the many initiatives to support local charities.
- **The governance of the school**
  - There has recently been a revision to the membership of the governing body and the new chair and new members have increased the challenge made to senior leaders. This strengthened accountability is beginning to permeate to middle leaders and all staff. For example, governors have recently held accountability meetings with the mathematics department. These meetings have put the department under scrutiny but have allowed governors to be very specific in their financial support, which has helped to build capacity and improve the quality of provision. Governors plan to roll these meetings

out to other subjects.

- Governors take their statutory responsibilities seriously. There is a very clear structure to governors' meetings and a new committee and a group focused on school improvement have been established since September 2015 to monitor and evaluate how well the school is improving. The performance management procedures for the headteacher are focused and demanding. They review progress towards targets regularly and robustly.
- The governors monitor and evaluate the impact of pupil premium funding regularly. However, this has not been effective because important information, for example the detailed analysis of attendance for disadvantaged pupils, has not been made available to them.
- Governors regularly review their own skills and professional development. They ensure that they are up to date with recent developments in education and what the implications are for the school. While acknowledging that there are significant improvements that need to happen with urgency, they are also forward thinking about where the school needs to be in the future.
- The arrangements for safeguarding are effective. The policies, practices and training provision all meet statutory requirements. The recruitment procedures are thorough and the single central record is accurate. The safety of pupils is a clear priority in this school, and pupils and staff show a clear understanding and knowledge of what to do if they ever have concerns. The work with local agencies is effective.
- Given the strong support and effective programme of induction, the school may continue to appoint newly qualified teachers.

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

- All subject areas show aspects of good or better teaching. However, the quality of teaching over time is inconsistent.
- Pupils make the most progress when they are asked to really think, and teachers widen their understanding through effective questioning and challenging activities. However, some teaching lacks challenge and depth and pupils move on from topic to topic learning new subject knowledge but not necessarily deepening their understanding and broadening their skills. Sometimes pupils are given work that is too easy for them.
- There has been a considerable amount of support provided to improve the quality of teaching and this is beginning to have an impact. For example, teachers are using questioning skills more effectively. Teachers are well supported through an extensive programme of professional development and from the various sources of external support. The impact is most notable in English and mathematics, and in both these subjects pupils are demonstrating better progress.
- Pupils' needs are not always being met and this is especially the case for disadvantaged pupils, the most able pupils and pupils who have special educational needs and/or disabilities. Consequently, the standards they achieve are not as good as they should be.
- The quality and impact of feedback are variable. The marking policy is relatively new and is yet to show clear evidence of making a difference to pupils' learning. Some teachers provide very specific instructions on what pupils need to do in order to improve their work but this is not consistently the case.
- Pupils' basic literacy skills are not being supported well across the curriculum. There is a school policy on marking for literacy but this is not consistently being followed by all teachers. At times, there are basic spelling errors in teachers' written comments to pupils.
- Even though the school has a library, wider reading and reading for pleasure are not promoted and are not given high enough priority within the school.
- Homework is not being set in accordance with the school policy and this is of particular concern to a significant number of parents.

## **Personal development, behaviour and welfare** requires improvement

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and articulate. They have a very good understanding of what it means to be a

successful learner and a good citizen in modern Britain. The work that the school does to promote fundamental British values is woven into the daily life of the school. This is reflected in the 'respect promise' that is made by teachers and pupils. This encourages independence of thought, freedom of speech and respect for others' opinions in an orderly and supportive learning environment.

- Pupils have a good knowledge and understanding of a variety of modern-day challenges. These include extremism and radicalisation, child sexual exploitation, female genital mutilation, e-safety and sexting. The pupils also have a mature and sensitive awareness of lesbian, gay, bisexual and transgender matters.
- Listening to the views of pupils has been strengthened in the past few years. There are plenty of opportunities for pupils to get involved and the pupils canvass the views of their peers extensively. Recently, the pupils have produced a series of podcasts on how they think teaching can be improved. This is available to teachers and the pupils are particularly proud when they see teachers incorporate their suggestions.
- The school takes the support it provides for pupils with mental health and emotional difficulties seriously. It works with a number of external agencies and has a clear and swift response to when concerns arise.
- There is a zero tolerance approach to any form of bullying. When it happens, it is dealt with quickly and seriously. The school's records are comprehensive. Pupils say that they feel safe and know what to do and whom to speak to if they ever have any concerns.

## Behaviour

- The behaviour of pupils requires improvement.
- The attendance of pupils is below the national average. It is particularly low for disadvantaged pupils and pupils who have special educational needs and/or disabilities. The number of pupils who are persistently absent from school is also high. Leaders have not been attentive enough to this. It has clearly had, and will continue to have, a negative impact on pupils' learning.
- The vast majority of pupils behave well. However, a minority of pupils do not always behave in the manner in which they know they should. There were occasions throughout the inspection of pupils chatting to each other socially rather than focusing on their work in lessons, shouting out, disrupting the learning of other pupils and showing a lack of respect to some teachers. These very same pupils were also seen to show the highest levels of behaviour and respect to other members of staff. The school's behaviour records show that persistent disruption to lessons is the most common reason for fixed-term exclusions.
- The very large majority of staff who responded to Ofsted's online survey believe that pupils' behaviour and the way in which leaders support staff in managing it is good. More than half the parents who responded to Ofsted's online questionnaire, Parent View, and the pupils interviewed did not consider behaviour to be generally good.
- The behaviour and attendance of those pupils who attend alternative provision are communicated regularly to the school. Alternative providers believe that these pupils attend and behave well.

## Outcomes for pupils

## require improvement

- The proportion of pupils who gained five or more A\* to C GCSE passes last year was similar to the national average. This was an improvement on the previous year. However, there are too many subjects where pupils do not attain highly enough given their starting points. Attainment is not good for the most able pupils in too many subjects, for example in English language, geography, history, languages, mathematics and the three separate sciences.
- The vast majority of pupils who sat their GCSE examinations in 2015 entered the school with only teacher assessments for the end of key stage 2. This presented an unreliable profile of pupils' starting points in comparison with every other year group. A wide range of evidence considered by inspectors shows that the progress made by pupils at the end of key stage 4 was broadly average in both English and mathematics.
- For too long, the achievement of disadvantaged pupils has been low. Disadvantaged pupils achieve more than two grades lower than their peers in mathematics and one grade lower than their peers in English. The trend of underperformance by disadvantaged pupils has been stubborn in mathematics.
- Similarly, pupils who have special educational needs and/or disabilities do not achieve as well as they should. This is often because teaching does not always meet their needs.

- The assessment information presented to inspectors suggests that there is going to be a significant improvement to the standards that all pupils reach this year. However, the work seen in exercise books and the learning that was observed during the inspection do not support the school's view.
- The depth of learning of current pupils is not sufficient to indicate that they will make the progress of which they are actually capable. The most able pupils are still not being challenged enough and the learning of pupils who have special educational needs and/or disabilities and disadvantaged pupils is not rapid enough to ensure that the gaps will close.
- There have been notable improvements in the progress of pupils in mathematics. This follows a trend of underperformance but teaching has improved, the capacity within the department has strengthened and greater accountability has been introduced.
- The school has recently reviewed the tracking system to monitor the progress of pupils but leaders are not always using this information in a timely way to ensure that additional support is provided sooner rather than later. Leaders are not always tracking the progress of particular groups with sufficient attention, for example those pupils who need to catch up or those pupils in alternative provision.
- Far too much additional support is left until Year 11. This is also having a negative impact on the progress and learning of other pupils in other year groups as classes are being taken by cover supervisors while the classroom teacher delivers Year 11 revision and catch-up sessions. This is a particular concern to both parents and pupils.
- The school is continuing to benefit from support from the local authority, a range of local outstanding schools and the North Sefton Coastal Teaching School Alliance. This support has contributed to the improvements that have begun to happen.
- The proportion of pupils who leave the school and move into education, training or employment is high. This is because the school works well with further education providers and local employers.

## School details

<b>Unique reference number</b>	104944
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10019102

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	693
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Williams
<b>Headteacher</b>	Edward Fitzpatrick
<b>Telephone number</b>	01704 228940
<b>Website</b>	<a href="http://www.stanleyhighschool.co.uk">www.stanleyhighschool.co.uk</a>
<b>Email address</b>	<a href="mailto:enquiries@stanley.sefton.sch.uk">enquiries@stanley.sefton.sch.uk</a>
<b>Date of previous inspection</b>	17–18 September 2014

## Information about this school

- The school is smaller than the average-sized secondary school.
- The vast majority of pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils eligible for pupil premium funding is below the national average. The pupil premium is additional government funding given to schools for those pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average. The proportion who have education, health and care plans is below the national average.
- The school has received extensive external support from the local authority, the Range Teaching School and Greenbank High School. The school is also a member of the North Sefton Coastal Teaching School Alliance.
- A small number of pupils attend alternative provision at the Impact Centre and the Oakfield Centre.
- The school meets the government's current floor standards, which are the minimum expectations of pupils' attainment and progress in English and mathematics.
- The school does meet the requirements for the statutory information to be included on its website.

## Information about this inspection

- Inspectors observed a range of lessons across all subjects and across all year groups. Two lessons were observed with members of the senior leadership team. Pupils' work was reviewed during observed lessons where possible and a work sample was scrutinised with a member of the senior leadership team.
- Inspectors spoke with more than 50 pupils from both key stages about their experience of school and their learning.
- Inspectors considered 84 responses to Parent View and 73 responses from staff to Ofsted's survey. There were no pupils' responses to Ofsted's inspection questionnaire. Inspectors also considered a number of emails that were sent directly to Ofsted during the inspection.
- Inspectors met the chair of the governing body, three other governors and a representative from the local authority. Meetings were also held with the headteacher, senior and middle leaders, and members of staff.
- Inspectors scrutinised a variety of documentation, including the school's own self-evaluation and development plan, minutes of the governing body meetings, anonymised performance management documents, school policies and procedures, and the school's own assessment information. A range of documentation regarding safeguarding was scrutinised, including behaviour and attendance records and bullying logs.

## Inspection team

Jonathan Jones, lead inspector

Alyson Middlemass

Toni Roethling

David Woodhouse

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

Ofsted Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

