

# Fleetwood High School

Broadway, Fleetwood FY7 8HE

## Inspection dates

7–8 July 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management

Requires improvement

Quality of teaching, learning and assessment

Requires improvement

Personal development, behaviour and welfare

Requires improvement

Outcomes for pupils

Require improvement

Overall effectiveness at previous inspection

Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Pupils' achievements in a number of subjects in 2015 were significantly below those of other pupils nationally.
- The outcomes for pupils in English declined in 2015. While standards are rising in mathematics, pupils do not have enough opportunities to develop their problem-solving and reasoning skills.
- The achievement of disadvantaged pupils and boys has been below that of other pupils nationally.
- Although teaching, learning and assessment are improving, there is still too much inconsistency in teachers' expectations across different subject areas.
- Teachers do not always expect pupils to act on advice they give them about how to improve their work.
- Levels of attendance are below the national average for secondary schools.

### The school has the following strengths

- Leaders have created a positive climate for improvement. Teachers are working hard to deliver better rates of pupil progress across the curriculum.
- Gaps between the overall achievement of disadvantaged pupils and others are narrowing for pupils currently in the school.
- Governors are effective in providing appropriate challenge to school leaders.
- Behaviour in lessons has improved and pupils say they feel safe at school.

## Full report

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

- Improve the quality of teaching so that it is consistently good in order for pupils' progress to improve rapidly, especially for disadvantaged pupils and boys, by:
  - ensuring that all teachers have consistently high expectations in all subject areas
  - providing more opportunities for pupils to develop reasoning and problem solving in mathematics
  - making sure all pupils respond to their teachers' suggestions for improvement.
- Strengthen the effectiveness of leadership and management by:
  - ensuring middle leaders continue to embed strategies to raise attainment for boys and disadvantaged pupils
  - using information about what pupils are capable of achieving, particularly in English.
- Increase the proportion of pupils who attend regularly by continuing to work closely with those families whose children do not attend school regularly.

## Inspection judgements

### Effectiveness of leadership and management **requires improvement**

- In recent years, standards have improved from a low base and leaders are ambitious for the school and have high expectations for pupils. However, outcomes dipped in 2015 and most pupils did not make the same progress in English as in mathematics. Leaders have analysed the reasons and have taken action to address them. As a result, standards for pupils currently in the school are improving.
- The standard of work carried out by middle leaders is not consistent. Senior leaders have recognised this and have drawn on the support of the local authority to make sure that pupils' work is assessed accurately. Middle leadership is stronger when they analyse carefully the information about how well pupils are achieving and support colleagues to improve the standard of teaching.
- Senior and subject leaders combine information from classroom observations, pupils' progress information and samples of their work, together with short visits to lessons, to make judgements about the quality of teaching. They use the findings to provide specific training and support for teachers in order for them to improve their practice. As a result, the quality of teaching across the school is now improving.
- Leaders, including governors, have a good understanding of the school's strengths and where it needs to improve. Their plans and focus of work are directed to those areas of relative weakness.
- Processes for teachers' performance management are robust and teachers are held to account for the progress of pupils they teach.
- The newly appointed leader with responsibility for disadvantaged pupils has carried out extensive reviews of the provision and outcomes for these pupils. Senior and middle leaders hold regular meetings where the progress of pupils is discussed. They arrange support such as coaching, interventions and close attention to attendance for those who may be at risk of falling behind. As a result the school is using pupil premium funding more purposefully and these pupils are now making better progress.
- Recent appointments of leaders to improve the outcomes for boys and the most able mean that provision and outcomes for these pupils is now improving, particularly for younger pupils. A new leader in science has brought increased focus on raising standards and, as a result, assessments are more accurate, the quality of teaching in this subject is improving and pupils have greater access to science opportunities outside the school.
- The use of Year 7 catch-up funding is having a positive impact on pupils' progress. Their skills in English and mathematics have improved as a result.
- The support and provision for pupils who have special education needs and/or disabilities is systematic. Targets for these pupils are sharp, monitored regularly and adjusted when necessary. As a result, these pupils are making good progress.
- Most teachers are following the principles of the school's feedback and marking policy. While many are providing purposeful advice to help pupils improve their work, there is still some inconsistency. Where this is the case pupils do not make as much progress.
- The school has systems in place to monitor attendance and staff intervene quickly when pupils' attendance drops. While attendance has improved slightly it is still below the national average.
- The curriculum is planned to meet the needs of most pupils. Leaders have recognised that a small number of pupils need a tailored programme. This is due to start in September and leaders anticipate this will more closely meet their needs. While there are opportunities for spiritual, moral, social and cultural development across the curriculum, leaders have recognised that pupils need to know more about British values and have strengthened the tutorial programme to address this.
- The school has taken account of the government changes to the national curriculum. Leaders have developed assessment systems to work alongside the new content and the revised expectations in subjects. However, these are not yet used consistently across all subjects.
- Homework is used in some cases to extend pupils' learning, but it is not yet fully developed across the school. Where it is used well, it results in pupils making better progress.
- **The governance of the school**
  - Governors are highly experienced and share leaders' ambition in their drive for improvement.
  - Governors are knowledgeable about the school's strengths and weaknesses. They check the reports and information they receive from school leaders and ask searching questions about the quality of teaching and pupils' learning and progress.

- Governors know exactly what the school uses additional funding for. They have a clear view of the impact of the pupil premium funding on improving outcomes for disadvantaged pupils and meet regularly with leaders to discuss their progress.
- Governors know about the management of teachers’ performance and the links between this and teachers’ pay progression.
- Governors undertake regular training to support their work and are supporting the school to prepare a balanced budget.
- The arrangements for safeguarding are effective. Leaders and staff know pupils well and are alert to the things that make them vulnerable. Records show that concerns are reported quickly and timely action is taken to protect pupils who are at risk. The school works closely with other professionals and services to provide the help and support that the most vulnerable pupils and their families need.

### Quality of teaching, learning and assessment

### requires improvement

- While the quality of teaching, learning and assessment has improved since the last inspection, there is still too much variability in expectations of what pupils can achieve, particularly in English.
- Teachers’ planning of lessons has improved, but they do not always expect pupils to think hard. As a result some pupils are too quick to ask their teachers for help.
- In some lessons, boys do not try their hardest. This happens when they do not understand how activities relate to earlier learning or have to wait too long before starting an activity.
- The school has provided training for teachers to develop questioning to encourage pupils to think hard. In some lessons this needs to be developed further so that pupils make greater gains in their learning.
- While teaching in mathematics has improved and pupils say that they are expected to work harder, they do not yet have enough opportunities to develop their reasoning and problem-solving skills.
- Where teachers have strong subject knowledge and use questions well, pupils make good progress. Examples of this were seen in graphics, resistant materials and physical education lessons where teachers encouraged pupils to talk about what they were learning. This resulted in more secure learning and good progress.
- Most teachers follow the school’s feedback policy and give pupils suggestions to improve their work. However, pupils do not always respond to the feedback and this means that they do not make the progress they could.
- The teaching of literacy across subjects is variable. While some teachers help pupils to sequence their ideas in a logical manner, support them to write increasingly complex sentences, and use a variety of language and punctuation for effect, this is not yet consistent in all subjects.
- The quality of teaching in key stage 3 is improving. For example, in an English lesson pupils were ‘kept on their toes’ through the teacher’s recap of prior learning and questioning which expected them to back up their reasons with quotations. This meant all pupils, including the most able, relished the challenge of working to a higher level and resulted in significant progress.
- The teaching of pupils with special educational needs and/or disabilities is good. This is because the leader with responsibility for these pupils has a detailed knowledge of individual pupils’ needs and supports teaching assistants to tailor work carefully to sustain their interest and concentration, and enable them to achieve.
- Teaching of the most able pupils is improving but is not yet consistent. The newly appointed leader has supported teachers to give pupils work which provides them with opportunities to stretch their learning, and a good example of this was seen in a geography lesson where pupils were producing extended responses.

### Personal development, behaviour and welfare

### requires improvement

#### Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare requires improvement.
- While pupils are increasingly confident, their attitudes to learning and the presentation of their work are not always positive. This happens when the teachers do not have high enough expectations or expect them to settle to work quickly enough.

- Pupils know how to keep themselves safe. They value the guidance the school gives them on how to use the internet safely. They have information about drugs and alcohol and learn about people from different backgrounds.
- The school works hard to support pupils with complex needs, and this is beginning to have an impact. Pupils say they are given responsibilities and say that this is helping them to improve their behaviour and enjoyment of school. The impact of this work means that they are making good progress.
- The school has a well-established programme of careers advice and guidance. Pupils say they value the time taken by all of the adults to help them with decisions and choices they make about their future lives. The number of leavers who are not in education, employment or training has reduced in recent years.

### **Behaviour**

- The behaviour of pupils requires improvement.
- While behaviour has improved in many lessons, some weaker teaching does not challenge or engage pupils sufficiently and low-level chatter interrupts learning.
- Behaviour has not improved so quickly at breaktimes. Some pupils drop litter and are reluctant to follow adults' instructions to clear up.
- Relationships between staff and pupils are positive. The school has developed its behaviour policy, which focuses on promoting positive behaviour. Higher expectations by senior leaders have resulted in an increase in exclusions because poor behaviour from pupils is no longer tolerated.
- While attendance is rigorously monitored for all groups of pupils, the numbers attending school are lower than national figures. Recent strengthening of this aspect of the school's work is beginning to have an impact.
- The alternative curriculum planned for key stage 3 and plans for an on-site pupil referral unit have been designed to reduce exclusions. However, these developments have not yet shown impact.
- Pupils who attend alternative provision off-site behave well and are kept safe.

### **Outcomes for pupils**

### **require improvement**

- Outcomes are not good, because pupils do not make the same levels of progress from their starting points as other pupils nationally in English and mathematics. In 2015, the proportion of pupils achieving five or more higher GCSE grades, including English and mathematics, declined from the previous year, and was below the government's floor targets.
- Pupils did not achieve well in a range of subjects including English, science and the humanities. However, improved teaching means that standards are rising in science but are still variable for English in key stage 4.
- The actions of leaders have secured better rates of progress in mathematics, where pupils are approaching the same levels of progress as other pupils nationally. Current assessment information shows that the proportion of pupils on track to make expected progress is rising in English and mathematics for pupils in key stage 3.
- Pupils achieved well in art, physical education, construction and design and technology.
- The gap between the achievement of disadvantaged pupils and their peers has been variable over time. However, as a result of more focused monitoring and accountability the gap is now closing for most pupils currently in the school.
- The school has worked to narrow previous gaps in the performance of boys compared with that of girls and these are now closing faster in mathematics than in English.
- In the past, the most able pupils have not achieved at expected levels in a range of subjects. As a result of leaders' focus on outcomes for these pupils, they are now achieving better and the most able disadvantaged pupils achieved well in English in 2015.
- Provision for pupils with special educational needs and/or disabilities is good, particularly in mathematics.
- Specialist support for pupils who need to catch up with their peers in reading and mathematics has had impact and these pupils are now catching up with their peers.
- A small number of pupils attend provision outside the school that best meets their needs. Leaders monitor their work and as a result pupils achieve and behave well.

## School details

<b>Unique reference number</b>	119771
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10012198

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>	694
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Finch
<b>Headteacher</b>	Richard Barnes
<b>Telephone number</b>	01253 876 757
<b>Website</b>	<a href="http://www.fleetwood-high.lancsngfl.ac.uk">www.fleetwood-high.lancsngfl.ac.uk</a>
<b>Email address</b>	<a href="mailto:enquiries@fleetwoodhs.org.uk">enquiries@fleetwoodhs.org.uk</a>
<b>Date of previous inspection</b>	12–13 June 2014

## Information about this school

- The school is smaller than the average-sized school.
- The proportion of pupils who speak English as an additional language is lower than national.
- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion with an education, health and care plan is below average.
- The proportion of pupils eligible for pupil premium funding is significantly higher than the national average. This additional funding is given to schools for pupils known to be eligible for free school meals and those in local authority care.
- In 2015 the school did not meet the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has received additional support from Lancashire local authority.
- A small number of pupils attend alternative provision at 4-Tec Moto.
- The school meets the requirements for the publication of information on its website.

## Information about this inspection

- Inspectors observed a range of lessons, a number of which were jointly observed with senior leaders. Inspectors also made short visits to lessons and looked at pupils' work.
- Two groups of pupils met with inspectors. Discussions were held with school staff, including senior leaders, heads of departments and teachers. Discussions were also held with members of the governing body.
- Approximately half of the Year 10 pupils were on work experience during the inspection.
- Inspectors scrutinised a wide range of school documents including information on pupils' outcomes, the school's monitoring of its work, minutes of meetings, records relating to the monitoring of teaching, learning and assessment, behaviour and the safeguarding of pupils.
- Inspectors took account of the 29 responses to the online questionnaire (Parent View) and of the questionnaires completed by staff and comments from parents.

## Inspection team

Mary Myatt, lead inspector	Ofsted Inspector
Ian Hardman	Her Majesty's Inspector
Phil Hyman	Ofsted Inspector
Alison Stott	Ofsted Inspector

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