

# Inspection of Stanley High School

Fleetwood Road, Southport, Merseyside PR9 9TF

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Inspection dates: 11–12 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are proud to be part of Stanley High School. Relationships between teachers and pupils are strong. Pupils behave well. They are polite and show respect for each other and their teachers. Teachers have high expectations of pupils. Pupils respond well to teachers' high expectations. They work hard and try their best.

The pupils that we spoke to said that they feel safe in school. They said that teachers listen to any concerns that they have. Teachers deal with the rare cases of bullying well. They genuinely care for pupils and know them well. At breaktimes and lunchtime, the school is a calm and pleasant place.

Pupils are keen to take part in revision and support sessions after school. There are a wide range of clubs and activities provided. These include sports clubs, rocket club and juggling club. Pupils also take part in visits to places such as the Houses of Parliament and Germany. There are many opportunities for pupils to develop as leaders. For example, many pupils take part in the Duke of Edinburgh's Award scheme. Pupils also take up roles with responsibility, such as student leaders.

## **What does the school do well and what does it need to do better?**

The headteacher, together with leaders and governors, has improved many aspects of the school. Leaders make decisions that are in the best interests of pupils. They are keen for all to succeed. Many of the parents and carers who shared their views with us commented on the positive atmosphere in the school.

The school has developed an ambitious curriculum for all pupils. A high proportion of pupils take the English Baccalaureate (EBacc). Leaders have provided focused staff training. Teachers' subject knowledge is well developed. This has improved the way in which the planned curriculum is taught. Most teachers check what pupils already know and can do before they introduce new learning. Pupils achieve well in their GCSE examinations.

Leaders plan and sequence the curriculum well in most subjects. This enables pupils to build on what they have already learned. Pupils revisit their learning regularly. This helps pupils to remember more and know more. However, some subjects in key stage 3 are not planned in a logical order. This means that some pupils do not learn what they need to know before moving on to new concepts. Leaders are currently reviewing the key stage 3 curriculum to ensure that it offers increasing challenge and a greater depth of learning.

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Many teachers and teaching assistants work well to remove any barriers to learning. That said, a small number of teachers do not adapt curriculum plans successfully for pupils with SEND.

There is a strong programme to support pupils' personal development. For example, pupils are taught how to live healthy lives and take part in a wide range of exercise, including dance. However, leaders do not check to see if all pupils are able to access these exciting activities. Pupils are respectful of other cultures. They accept the differences between themselves and others. For example, pupils can take part in a British Sign Language club. The careers programme is well designed. It gives pupils a strong foundation to continue their education further.

Pupils are enthusiastic learners and keen to show off their best. Pupils told us that they enjoy coming to school. Their high rates of attendance reflect this.

Staff are proud to work in the school. They reported that the headteacher and the senior leadership team lead and manage the school well. Staff said that leaders consider their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors have created a positive safeguarding culture. Teachers have safeguarding training. Pupils trust the school staff to help keep them safe. Pupils are confident in sharing any concerns that they might have. Teachers act quickly to keep pupils safe. They work well with external agencies.

Pupils learn about the dangers present in the local community. They benefit from sessions provided by the police about keeping safe from knife crime. Teachers help pupils to manage risk and act sensibly, including when online.

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

### **(Information for the school and appropriate authority)**

- Some staff do not adapt the curriculum well enough for pupils with SEND. Consequently, some pupils are not successfully accessing the curriculum in some lessons and achieving as well as they should. Leaders must ensure that all staff use information about pupils with SEND to adapt their curriculum plans more carefully so that these pupils can learn more.
- Leaders' analysis of pupils' participation in extra-curricular activities is limited. As a result, leaders are unclear to what extent some pupils are benefiting from the range of personal development opportunities available in school. Leaders need to check that all groups of pupils are making the most of the opportunities to support their wider development.
- Most subjects are well planned. However, leaders are aware that in some subjects pupils' learning is not sequenced as well as it could be. It is clear from the actions that leaders have already taken that they are in the process of bringing this about. It is for that reason that the transition arrangements have been used in reaching a judgement that the school remains good. Leaders should review the

curriculum plans in these subjects to ensure that pupils' learning is ordered in a logical way. This will enable pupils to build their knowledge as they move through the school.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144618
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10135026
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	603
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Ruth Williams
<b>Headteacher</b>	Neil Moore
<b>Website</b>	<a href="http://www.stanleyhigh.co.uk">www.stanleyhigh.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Stanley High School converted to become an academy on 1 September 2017. It is part of the Southport Learning Trust.
- A new headteacher took up his post in November 2016.
- A small number of pupils attend alternative provision at the following providers: Phoenix Training, The Pinefield Centre and Blackburn Rovers FC Academy.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, senior leaders and subject leaders. We also met with the chair of the trust board, the executive headteacher, a parent governor and the chair of the local governing body.
- We checked safeguarding documentation, including the school's appointment checks on staff.
- We considered the views of the 39 pupils and 44 staff who responded to Ofsted's online surveys. We also considered the views expressed by parents in the 115

responses to Ofsted’s online survey, Parent View, including the comments received via the free-text facility.

- We spoke with groups of pupils to gather their views, particularly on behaviour and safety.
- We did deep dives in these subjects: English, mathematics, science and history. We met with subject leaders, pupils and teaching staff, visited lessons and looked at pupils’ work.

### **Inspection team**

David Hampson, lead inspector	Ofsted Inspector
David Roberts	Ofsted Inspector
Mike Pennington	Ofsted Inspector
Elaine Parkinson	Ofsted Inspector

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Manchester  
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