

Inspection of Fleetwood High School

Broadway, Fleetwood, Lancashire FY7 8HE

Inspection dates: 14 and 15 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires Improvement

What is it like to attend this school?

Leaders and governors set clear and high ambitions for all pupils at Fleetwood High School. They make sure that these intentions shape pupils' daily lives. Staff are dedicated in their work to provide the best that they can for pupils. In turn, pupils are determined to aim high in all that they do.

Pupils are confident and polite. They typically achieve well in a range of subjects. This includes those pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.

Pupils understand leaders' high expectations for behaviour. Mostly, pupils tend to meet these high standards. Pupils behave very well around school and try hard in their lessons. Pupils told inspectors that they feel happy and safe at school. They make friends easily.

Pupils are knowledgeable and accepting of each other's differences. Pupils said that staff will resolve any bullying incidents quickly.

Leaders make sure that positive relationships are at the heart of pupils' daily lives in school. Pupils develop strong and trusting relationships with their peers and with staff. Staff take the time to welcome all pupils to school and speak with them every day. Staff quickly get to know new pupils well.

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

Governors and senior leaders provide a broad and ambitious curriculum for all pupils, including those with SEND. This is reflected by the range of subjects that pupils study. For example, since the previous inspection, many more pupils choose to study subjects at key stage 4 that make up the English Baccalaureate.

Leaders design subject curriculums carefully. These curriculums make it clear to teachers the essential knowledge that pupils should learn. Leaders identify the order in which pupils should learn this knowledge. This helps pupils to build securely on what they already know.

Staff have a strong knowledge of the subjects that they teach. They typically select activities that help pupils to understand new learning. Teachers assess pupils' learning regularly. They tend to spot pupils' misconceptions or gaps in their knowledge well. Usually, teachers revisit knowledge that pupils did not learn securely first time around. Staff do not move on to new learning until they are confident that pupils' knowledge is secure. This ensures that pupils achieve well. However, in a small number of subjects, some staff misjudge when pupils are ready to move on. This prevents pupils from securing the knowledge that they need before tackling new learning. This hinders pupils' progress in these subjects.

Pupils in all year groups read regularly. This helps them to become more confident

readers. Leaders quickly identify any pupils who find reading difficult. Skilled staff provide effective support for this group of pupils. As a result, most pupils catch up quickly.

Leaders have appropriate systems in place to identify the needs of pupils with SEND. Staff receive high-quality information and training. This helps them to support pupils with SEND effectively. Teachers use their knowledge and expertise to adapt how they deliver the curriculum, when necessary, so that pupils with SEND follow the same curriculum as their peers. Mostly, pupils with SEND achieve well.

Pupils are polite and focus fully on their work in class. Their learning is not disrupted by poor behaviour in lessons. They move between lessons sensibly. Pupils arrive at lessons on time and ready to learn.

Leaders provide pupils, including those who are disadvantaged and those with SEND, with a range of activities that support their personal development. Some pupils enjoy their roles as librarians or are part of the LGBT+ group. Others attend sports clubs or take part in drama productions. Leaders ensure that pupils can participate and succeed in modern Britain. For example, pupils have a well-established voice in how the school runs. They also receive clear and impartial careers advice and guidance.

Staff told inspectors that they appreciate leaders' efforts to support their well-being and to ensure that they have a reasonable workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are trained and kept up to date with any risks that pupils may face. Staff are vigilant. They know how to spot the signs that pupils may be at risk of harm in or outside of school. Staff report concerns quickly. Leaders make sure that any concerns are acted upon promptly.

Leaders and staff work together to quickly identify whether pupils require additional support from external agencies. Leaders ensure that pupils and their families get the timely help that they need.

Through the curriculum, pupils learn about risks to their safety and how to avoid them. They are confident to seek help from staff when they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some teachers do not check that pupils' knowledge is secure before moving on to new learning. This means that some pupils tackle new concepts before they are ready. This hampers their progress

through these curriculums. Leaders should ensure that teachers check that pupils have learned the intended learning before introducing new knowledge.

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 information from Ofsted Parent View 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

Unique reference number	119771
Local authority	Lancashire
Inspection number	10216078
Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	989
Appropriate authority	The governing body
Chair of governing body	Shaun MacNeill
Headteacher	Richard Barnes
Website	www.fleetwoodhs.org.uk
Date of previous inspection	25 February 2021, under section 8 of the Education Act 2005

Information about this school

- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- A small number of pupils attend alternative provision at five registered alternative providers.

Information about this inspection

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

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders and subject leaders.
- The lead inspector met with a group of governors, including the chair of the governing body.

- The lead inspector spoke with a representative of the local authority.
- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked pupils how they learn to keep themselves safe and what to do if they have any concerns.
- Inspectors held discussions with staff and considered the responses to Ofsted's survey for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's survey for pupils.
- Inspectors considered the views of the parents and carers who responded to Ofsted Parent View. This included the free-text responses.
- Inspectors carried out deep dives in art and design, English, geography, history, mathematics and science. In these subjects, inspectors met with subject leaders, considered subject curriculums, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work from some other subjects.

Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Des Callaghan	Ofsted Inspector
David Roberts	Ofsted Inspector
Tracey Greenough	Ofsted Inspector

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