

# Inspection of a good school: Falinge Park High School

Falinge Road, Shawclough, Rochdale, Lancashire OL12 6LD

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Inspection dates:

2 and 3 February 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## What is it like to attend this school?

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). As a result, leaders are working to improve many aspects of the school, including the curriculum, pupils' behaviour and pupils' rates of attendance. However, it is too early to see the impact of many of these changes. Pupils do not achieve as well as they should across the curriculum.

Staff have increasingly high expectations of pupils' behaviour. Leaders have created a culture where pupils are tolerant and accepting of the differences between people. Pupils are expected to treat one another with respect. Staff firmly challenge any incidents of prejudice and deal with incidents of bullying effectively. This helps pupils to feel safe and happy in school. Pupils know who to talk to if they have any concerns. They also value the anonymous reporting system.

Pupils benefit from many opportunities to develop their leadership, for example by becoming a form voice advocate or subject ambassador. Pupils learn about democracy through the pupil parliament. They gain valuable experience of working with the community. Pupils' understanding of human rights is developed through the wider curriculum where they explore a range of local, national and international issues.

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

Leaders are developing a rich, deep curriculum for all pupils at key stage 3. However, the proportion of pupils studying the English Baccalaureate suite of subjects in key stage 4 remains low. This is because too few pupils choose to study a modern foreign language for GCSE.

In many subjects, leaders have designed a well-organised curriculum which builds on pupils' previous learning. However, in some subjects, this work is in the early stages. Leaders have not carefully considered what pupils should learn or when this content should be delivered. This hinders some teachers from designing learning that takes account of pupils' prior experiences or helps pupils to learn well. In these subjects, some pupils do not learn as well as they should.

Teachers are knowledgeable and present information clearly to pupils. Many teachers provide opportunities for pupils to remember and revisit their learning. However, in some subjects, teachers do not use assessment strategies successfully to check that pupils have learned important information. This prevents some teachers from quickly identifying and addressing gaps in pupils' knowledge. As a result, pupils' learning is uneven.

Leaders identify the needs of pupils with SEND quickly. Leaders furnish teachers with the information that they need to successfully adapt the delivery of the curriculum for these pupils. Most pupils with SEND learn well alongside their peers in mainstream classes. From time to time, some pupils with SEND are withdrawn from lessons to receive additional support. However, staff ensure that these pupils keep up with their learning so that they can return to mainstream classes as quickly as possible.

Leaders accurately identify pupils in key stage 3 who need extra help with their reading knowledge. Leaders ensure that staff support these pupils to catch up quickly with their peers. However, some pupils in Years 10 and 11 who do not read as fluently as they should do not benefit from the same support. This hampers their ability to access the wider curriculum.

Leaders have implemented a new system to support pupils in making positive behaviour choices. As a result, instances of poor behaviour, including suspensions and exclusions, are reducing. In the main, pupils learn without disruption. Leaders have placed a sharp focus on improving pupils' rates of attendance. They have successfully improved the rates of attendance of some pupils, including some who are disadvantaged.

Specialist teachers deliver a rich programme which supports pupils' wider development. This includes learning about respectful relationships and mental health. Pupils value the careers information and guidance that they receive which helps them to make informed choices about the next stage of their education or training.

Governors are knowledgeable. They have high expectations of leaders and hold them to account effectively. Staff appreciate that leaders are approachable. Staff feel that their well-being is prioritised by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a rigorous system for staff to record safeguarding concerns. This enables staff to take swift action when they have concerns about a pupil's welfare. Staff are well trained and vigilant to the signs that a pupil may be at risk of harm. Leaders

have strong relationships with external agencies, such as children's services. They are proactive in seeking timely and appropriate support for pupils and their families when necessary.

Pupils are taught about personal safety, including online safety. Leaders respond rapidly to local and national issues to give pupils the appropriate information that they need to keep themselves safe.

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

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

- In some subjects, leaders have not thought carefully enough about the content of the curriculum. This prevents some teachers from designing learning that builds on what pupils know already. As they finalise their curriculums, subject leaders should ensure that teachers are clear about the knowledge that pupils need to learn and when this should be taught.
- In some subjects, teachers do not use assessment strategies effectively to identify and address gaps in pupils' knowledge. As a result, some pupils' misconceptions persist, which hinders their future learning. Leaders should ensure that teachers are supported to swiftly recognise and respond to misconceptions, so that pupils develop a rich body of subject knowledge.
- Some older pupils do not read as fluently as they should. This means that these pupils sometimes struggle to access the wider curriculum. Leaders should ensure that pupils in key stage 4 who are behind with their reading knowledge are given appropriate support to catch up quickly with their peers.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

## 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.

## 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>	105837
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10256119
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,357
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Young
<b>Headteacher</b>	Janice Allen
<b>Website</b>	<a href="http://www.falingepark.com">www.falingepark.com</a>
<b>Date of previous inspection</b>	February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- Leaders use one registered and two unregistered alternative providers for a small number of pupils.

## Information about this inspection

- This was the first routine inspection 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 spoke with the headteacher, other senior leaders, subject leaders, staff and pupils. The lead inspector spoke with the chair of governors, and other members of the local governing body.
- The lead inspector also spoke with a representative of the local authority.

- Inspectors spoke to pupils about their experiences of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at social times.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation documents, improvement plans, minutes of governing body meetings, and records of pupils' behaviour and attendance.
- Inspectors checked the school's safeguarding policies and procedures, and the school's single central record. Inspectors met with leaders, staff and pupils to evaluate the effectiveness of safeguarding.
- Inspectors carried out deep dives in English, science, art and design, history and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and some pupils about their learning, and looked at samples of pupils' work.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's online surveys for pupils and staff.

### **Inspection team**

Charlotte Oles, lead inspector

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