

Inspection of Loreto High School Chorlton

Nell Lane, Chorlton-Cum-Hardy, Manchester M21 7SW

Inspection dates: 15 and 16 May 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Most pupils are happy to be part of this very welcoming school community. Pupils from a wide range of backgrounds mix well with each other. Staff care for pupils' well-being and safety. Pupils know who to speak to if they are worried or upset.

The school is ambitious for pupils to succeed. Pupils benefit from the recent improvements that the school has made to the quality of education that it provides. However, pupils learn better in some lessons than in others. This is because the curriculum is not delivered consistently well. As a result, pupils do not achieve as well as they should.

Pupils behave well as they move around school and at breaktimes and lunchtimes. Recently, the school has introduced a new code of conduct. In most lessons, staff ensure that pupils follow the new rules well. Pupils are friendly and respectful to each other and to adults, including visitors.

Pupils benefit from extra-curricular opportunities offered by the school. For example, pupils attend trips, both abroad and closer to home. Pupils participate in a wide range of activities that develop their appreciation of art, music and drama. Many pupils relish the chance to demonstrate their leadership skills across different areas of school life.

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

The school is in the process of improving the curriculum. Pupils in key stage 4 study a broad curriculum. However, until recently, pupils in key stage 3, including those with special educational needs and/or disabilities (SEND), did not study subjects in sufficient breadth and depth. To remedy this, the school has revised many subject curriculums so that they set out clearly the essential knowledge that pupils need to learn.

Many teachers have strong subject knowledge. Some teachers deliver the curriculum with confidence and competence. However, this is not the case elsewhere. Sometimes teachers do not select the most appropriate activities to help pupils to understand key knowledge. At times, teachers do not check that pupils understand what they have learned before introducing new learning. As a result of these weaknesses, many pupils develop large gaps in their learning.

In some subjects, the school's checks on the delivery and impact of the curriculum are underdeveloped. As a result, the weaknesses in the delivery of the curriculum in these subjects have not been identified and remedied effectively.

The school identifies pupils with SEND accurately. Many staff are confident to support pupils with SEND to learn well. However, this is not the case for all pupils with SEND. Furthermore, the achievement of pupils with SEND in some subjects is

variable. This is because they experience the same inconsistencies in the delivery of the curriculum as their peers.

The school has made reading a priority. Staff use effective strategies to identify pupils who struggle to read with confidence and fluency. However, some of these pupils do not receive the help that they need to improve their reading. As a result, they do not make the sustained improvement in their reading that they should.

The school has recently established improved expectations for, and closer monitoring of, pupils' behaviour. Most pupils behave well. However, a few staff do not apply the school's agreed code of conduct effectively. As a result, a small minority of pupils continue, on occasion, to spoil the learning of others.

The school's processes for identifying concerns about pupils' rates of attendance are effective. This information is used well to understand the causes of pupils' absence. The school works thoughtfully with pupils and their families to improve pupils' rates of attendance where appropriate.

The school helps to ensure that pupils, including those who are disadvantaged, are well prepared for life beyond school. Pupils learn about a wide range of matters including relationships and sex education. They learn about different faiths and cultures. Pupils reflect on ethical questions regularly. These opportunities help pupils to become active citizens.

The school provides pupils with a wide range of engaging careers-related events. Pupils are well informed about their future options. They take part in work experience and learn about the world of work through links with local employers.

Staff told inspectors that the school considers their workload and well-being carefully when changes to policy and practice are introduced. The governing body provides appropriate challenge and support to the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that the intended curriculum, including reading, is delivered consistently well. As a result, some pupils, including those with SEND, have gaps in their knowledge and understanding. This hinders pupils' achievement and how well they progress through the curriculum. The school should ensure that teachers are fully equipped to deliver the curriculum effectively.
- At times, staff do not check pupils' understanding sufficiently well before

introducing new learning. This hinders teachers' ability to address pupils' gaps in knowledge effectively. The school should ensure that staff use appropriate assessment strategies that support teachers to help pupils achieve well across the curriculum.

- Some staff do not apply the behaviour policy effectively. As a result, a small minority of pupils disrupt other pupils' learning. The school should ensure that staff apply the behaviour policy, and strategies to improve pupils' behaviour, consistently well.
- In some subjects, the school's oversight of the quality of education that pupils receive is underdeveloped. As a result, the school has not acted quickly enough to remedy the variability in curriculum delivery. The school should ensure that subject leaders receive support and guidance to monitor and improve their areas of responsibility effectively.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105574
Local authority	Manchester
Inspection number	10321281
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	773
Appropriate authority	The governing body
Chair of governing body	Fiona Keenan
Headteacher	Catherine Hughes
Website	www.loretochorlton.org
Dates of previous inspection	16 and 17 January 2019, under section 5 of the Education Act 2005

Information about this school

- Loreto High School is a Catholic school. It is part of the Diocese of Salford. The school's last section 48 inspection took place in March 2020. The school is awaiting confirmation from the diocese about its next section 48 inspection.
- The school uses two registered and four unregistered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the

school and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher, other senior leaders, subject leaders, staff and members of the governing body, including the chair of the governing body.
- An inspector spoke to representatives of the local authority and the Loreto Trust Board.
- Inspectors spoke to pupils about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- Inspectors reviewed a wide range of evidence, including school improvement documents, records of governing body meetings and the school's analysis of pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took into account the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in English, art and design, history, mathematics, modern foreign languages and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and considered samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects and visited some lessons in those subjects.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's online staff survey and the responses to Ofsted's online pupil survey.

Inspection team

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