



# Fazakerley High School

## Inspection Report

**Unique Reference Number** 104692  
**LEA** Liverpool  
**Inspection number** 277208  
**Inspection dates** 15 February 2006 to 16 February 2006  
**Reporting inspector** Ms Georgina White HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary	<b>School address</b>	Sherwoods Lane
<b>School category</b>	Community		Fazakerley
<b>Age range of pupils</b>	11 to 18		Liverpool, Merseyside L10 1LB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 524 4530
<b>Number on roll</b>	791	<b>Fax number</b>	0151 524 4532
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr S Doherty
<b>Date of previous inspection</b>	15 January 2001	<b>Headteacher</b>	Mr N Fleming

<b>Age group</b> 11 to 18	<b>Inspection dates</b> 15 February 2006 - 16 February 2006	<b>Inspection number</b> 277208
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## Introduction

The inspection was carried out by one HMI and three additional inspectors.

## Description of the school

Fazakerley High School is smaller than most secondary schools with 57 students in the sixth form. The school has slightly more boys than girls, particularly in Years 8 and 9. Most pupils are white British and very few speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above the national average, and the proportion with statements of special educational need is below average. The school serves a disadvantaged catchment area. Three in every eight pupils are eligible for free school meals, and this is well above the national average.

The school moved into new buildings with modern facilities in 2003. A specialist support unit providing six week placements for pupils with emotional and behavioural difficulties from other schools is also located within the site. Since 2001 the school has been part of an Education Action Zone. From September 2005 the school has been part of the Alt Valley Sixth Form Collaborative and has joint sixth form provision with six other schools.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 4**

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in pupils' standards and achievement in the main school and in the sixth form.

The school judges its overall effectiveness to be good but inspectors disagree, finding that the school's effectiveness is inadequate. For many years standards have been poor and leadership and management have not taken enough of a robust approach to tackle this. Pupils, particularly boys, have not done as well as they should by the time they left school. Recently however, the work has improved. More focused monitoring of pupils' progress against challenging targets has been introduced since September 2005 and there are signs that pupils are beginning to make better progress. Developments to improve the curriculum have started to have an impact in Key Stage 4, but are fragile in Key Stage 3. At this stage however, this is a work which is itself in progress. Attendance has improved since the last inspection and the school is working hard to maintain this and secure further improvements in the punctuality of learners. Teaching varies in quality and in the rigour and focus with which it challenges pupils and is successful in moving learning on. Parents are supportive of the school's efforts and value the good personal development, care and support provided to individual children.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 4**

The school evaluates provision as satisfactory but inspectors disagree, finding that it is inadequate in its impact on standards. Students start with well below average standards for embarking on sixth form courses. Even so, value added data provided by the school shows students did not achieve satisfactorily in 2005. The new Alt Valley Sixth Form Collaborative has provided a wider range of academic courses. This is good, although few students choose to take advantage of this enhanced provision and recruitment to the sixth form is low. Teaching and learning are satisfactory and students in Year 13 are making more consistent progress towards their targets. This is not as firmly demonstrated in the larger Year 12 group where irregular attendance is having a negative impact on some students' completion of assignments. New partnerships are emerging that give the students experience of higher education opportunities. However, there are not enough enrichment activities or planned opportunities for personal development and preparation for life after the sixth form. The new head of sixth form is making a positive impact in identifying where improvements are required.

## **What the school should do to improve further**

- Focus rigorously on promoting pupils' standards of attainment in all years.

- Monitor robustly to ensure the recent improvements and systems are firmly embedded to raise the achievement of all pupils.
- Ensure that the planned improvements to sixth form students' personal development are carried out and evaluated.

## **Achievement and standards**

### **Grade: 4**

Standards and achievement are lower in the school and the sixth form than they should be. The standards achieved are well below those expected of pupils with similar prior attainment on entry.

In 2005, at the end of Year 9, the school's results were exceptionally low overall, especially in English where fewer than half the pupils reached the expected level and progress was inadequate. The school did not reach its targets in English but achieved them in mathematics and science. English results have declined over the last three years.

2005 saw an improvement in the proportion of pupils gaining five grades A\* to C at general certificate of secondary education (GCSE). Even so standards were still exceptionally low overall on all measures. More pupils left school without qualifications than did so nationally. Girls did better than boys, and overall boys' achievement was inadequate. Pupils with learning difficulties and/or disabilities performed satisfactorily. Results were better in physical education, home economics and art. Results in English literature, science and mathematics, were weak.

The school's leadership is embarking on a more focused approach to improving standards. Early results from Year 11 pupils' modular courses in science and mathematics show that they are on track to achieve better results. This improvement is also emerging in Year 10. In Year 9 most pupils are on track to achieve their targets in mathematics and science and are getting closer to their targets in English. The more rigorous system of tracking progress operating in Year 9 is not fully embedded in Years 7 to 8.

## **Personal development and well-being**

### **Grade: 2**

#### **Grade for sixth form: 4**

Inspectors agree with the school's evaluation that the personal development and well-being of learners are good. The majority of pupils are keen to learn and enjoy coming to school. The modern school building and improved facilities are having a positive impact on their enjoyment and self-esteem. Attendance is still below the national average, but improving because of the effective strategies that have been put into place. Behaviour in lessons and around the school is mostly good and pupils feel safe from bullying and racial harassment. This is further supported by a group of Year 11 pupils, trained in providing support, who are acting as useful buddies to vulnerable and younger pupils during breaks and lunchtimes.

Promotion of pupils' spiritual and cultural diversity, particularly in religious education lessons, is strong. The school council consider that their voice is heard and acted upon. Healthy lifestyles are encouraged and pupils' suggestions for healthier option choices in the canteen have been adopted. There is a strong commitment across the school to organising fund raising events and pupils raise large amounts for charity. In the sixth form there is currently a very limited range of activities to support students' wider personal development. As yet the many strengths in provision in the school have yet to show a positive impact on pupils' and students' achievement

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school evaluates the quality of teaching and learning to be good in the main school and satisfactory in the sixth form. Inspectors find that it is satisfactory across the school. Pupils are, for the most part co-operative and willing to learn. The best lessons offer a wide range of learning opportunities that are well planned to engage pupils in their learning. In these lessons very good use is made of assessment. Pupils have opportunities to assess their own and others' work. This raises their expectation, involves them in setting their own targets and is beginning to improve standards. This good practice is not embedded across the school. Some lessons seen were not sufficiently focused on what pupils needed to do to move learning on and did not challenge all pupils. Teachers' questions are sometimes too limited to give them enough feedback on what pupils know to extend the learning. On these occasions the pace of learning is too slow.

The level of detail in the feedback which pupils receive from the marking of their work is too variable to let them see clearly enough what they need to do to improve. The school has rightly identified assessment for learning as a priority for development and training is planned.

### **Curriculum and other activities**

#### **Grade: 3**

#### **Grade for sixth form: 4**

The curriculum is broad and balanced in Key Stage 3 and fulfils statutory requirements. It provides opportunities for pupils to achieve through setting in a number of subjects and extra support, for example, through literacy catch-up programmes. A growing number of vocational courses and modular syllabuses are being introduced at Key Stage 4, which are now meeting the needs of pupils better. Pupils also have the opportunity to study extra GCSEs after school. Options for combining more traditional subjects are limited. The range of extracurricular activities is satisfactory and pupils take advantage of them. Work related learning is being developed steadily. The school makes effective use of college placements to provide an extra dimension to pupils' learning. The very new sixth form collaborative offers a wide range of courses, but

take-up of these to date is minimal and effective transition routes from Year 11 courses have yet to be firmly established.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 4**

Systems for care, guidance and support are good. Pupils feel that the school provides a safe and supportive environment. They have a trusted adult to turn to should they feel vulnerable. Effective procedures are in place for safeguarding pupils. Pupils joining the school from primary school and at other times are well supported through effective induction arrangements.

The school's student support services and the learning and support mentors are providing effective support to children in public care, vulnerable pupils and children with learning difficulties and/or disabilities. Children value this support. It has helped them cope in lessons and with personal problems. Rigorous systems to track their progress, both academically and socially, are in place and enable children with special needs to make satisfactory progress. Provision for small numbers of pupils with English as an additional language is helping their language skills. Good use is made of work experience and careers guidance to prepare pupils for future employment.

Academic targets are set for learners. However, the school recognises that the basis on which they are set needs to provide a more demanding level of challenge. Since September the school has taken steps to introduce this more rigorous approach in some year groups but has yet to extend it to all pupils. In some subjects pupils know what their targets mean and precisely what they need to do to improve their work, but this is not implemented consistently across the school.

## **Leadership and management**

**Grade: 3**

The school evaluates leadership and management as good but this does not take enough account of the limited impact on the standards and achievement where planning to secure improvement has been slow. Inspectors found it to be satisfactory.

Care has been taken to ensure the significant strengths of the school at the last inspection; its high standards of care and the support for pupils' welfare, have been maintained and improved during the period of turbulence as the school moved into new buildings. The school admits that it has not kept its eye on the standards and achievement to the same extent but it has upped the pace since September.

Enhanced and improved structures and systems for monitoring are developing a common approach to tracking learners' progress in English, mathematics and science. Action plans in these subjects show a firmer approach taken since September to target intervention and to monitor its impact. The interrogation and use of data to sharply identify underperformance and to identify the impact that planned actions have had

is in its infancy. The school recognises this and new appointments since September are bringing added capacity to help the senior leadership team tackle this issue.

Senior staff and middle managers are working energetically to improve the quality of teaching and learning. The planned move towards using a common criteria to monitor teaching, and its impact on learning, is a positive step towards promoting consistency. The school is developing a more focused approach to self-evaluation. The school's view that the inadequacies in standards and achievement have been tackled is over-optimistic because it has not yet shown sufficient impact on results.

The governing body have effective systems to monitor the school in some respects for example, the behaviour and attendance, and are knowledgeable about developments in the curriculum. Arrangements for the monitoring of the governors' action plan are too informal and progress in dealing with some issues has slipped. There are signs that the school has begun to tackle them now. Issues around improving accommodation and resources have been resolved. Overall, the school has made unsatisfactory progress since the last inspection because not enough has been done to prevent pupils underachieving. Consequently the school is not achieving satisfactory value for money.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	4
How well does the school work in partnership with others to promote learners' well-being?	2	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	No	No

### Achievement and standards

<b>How well do learners achieve?</b>	4	4
The standards <sup>1</sup> reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	4	4
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	4
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	4
<b>How well are learners cared for, guided and supported?</b>	2	4

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	
How effectively and efficiently resources are deployed to achieve value for money	4	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming the inspection team to your school. We were able to visit lessons, talk to some of you in meetings and we met a number of you around the school. We enjoyed talking with you. This is what we found in your school:

- the school makes good arrangements for your personal development, care and support and you know who to turn to if you want help. We were impressed by your good behaviour and the way you take care of one another. Most of you are keen to learn and are attending school regularly but some of you now need to make sure you arrive on time for school and lessons
- we know that you are proud of your achievements at school, but too many of you, particularly boys, are not reaching standards you are capable of. Year 10 and 11 pupils are responding well to new courses and the school has high hopes for your success. New courses and other developments have been introduced recently and they have yet to have an impact. Teaching across the school is strong in some places but not in others. In some lessons you are not challenged enough or given sufficient information to know what is expected of you and what you need to do to improve your work further. Your teachers are working hard to improve the quality of lessons.

The school has been given a "Notice to Improve", which is a way of asking it to improve these things:

- to take more account of the progress you make and ensure you always have rigorous and challenging targets to work to. This is to help all of you achieve as well as you can. Your teachers will need you to play your part in this too
- to make sure that all the changes they have recently introduced are securely embedded and that they contribute to raising the achievement of all of you
- to make sure that students in the sixth form have more opportunities to enrich their studies and are well prepared for the next stage of their lives.