



# St Anne's Roman Catholic High School, Stockport

## Inspection Report

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**Unique Reference Number** 106144  
**Local Authority** Stockport  
**Inspection number** 294516  
**Inspection dates** 15–16 November 2006  
**Reporting inspector** Gina White HMI

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

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<b>Type of school</b>	Secondary	<b>School address</b>	Glenfield Road
<b>School category</b>	Voluntary aided		Heaton Chapel, Stockport
<b>Age range of pupils</b>	11–16		Cheshire SK4 2QP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 4328162
<b>Number on roll (school)</b>	664	<b>Fax number</b>	0161 4431105
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs S Clough
		<b>Headteacher</b>	Mrs H Kelly
<b>Date of previous school inspection</b>	2 November 2005		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	15–16 November 2006	294516

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

The school is smaller than average. It serves an area of higher than average deprivation. The proportion of students eligible for free school meals is above the national average. The school population is largely White British with a small number of students from minority ethnic backgrounds. Nine students are at an early stage of learning English and seven students who are in the care of the local authority attend the school. Around 18% of students have learning difficulties and/or disabilities, broadly in line with the national average, and of these 2.7% have statements of special educational need.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Anne's is an improving school. It offers a sound education and gives satisfactory value for money. Leadership and management of the school are on a firmer footing due to new appointments including, for the first time in three years, a permanent headteacher. Governance of the school has improved and is satisfactory. Since its last inspection twelve months ago the school has worked successfully to tackle inadequacies in achievement and standards and to improve the quality of teaching and learning and leadership and management. These key aspects of the school are now satisfactory.

Partnership work is good. The school has extended its links with the community and statutory services and consultation has improved. Parents and students recognise things are starting to change for the better and one parent echoed the views of many commenting, 'I feel enormous efforts have been made to turn the school around in the last twelve months.'

Support for students' personal development, their well-being and care is firmly established and satisfactory. Aspects of them have been further strengthened since the last inspection. Students feel safe and secure and are confident the school will help them; one boy said, 'there is somebody in charge of each year who knows us well.' Measures to make bullying unacceptable are working. 'We get on together much better now than when I first came,' a Year 10 student told us. Most students enjoy being at school although a minority, especially in Years 10 and 11, retain their poor attitude to attendance and punctuality. Effective strategies have improved attendance generally and are beginning to tackle a culture of lateness. The school recognises the need to set more challenging targets if it is to sustain these trends.

Achievement and standards are improving from a low base. In recent years the progress of students at the end of Year 9 and particularly in Year 11 has been poor and standards have not been high enough given their earlier starting points. The school is beginning to use data more sharply to set challenging targets and identify underachievement. Computerised monitoring of students progress in Years 10 and 11 is helping to identify weaker students earlier so that swifter action is taken to get them back on track. Success is reflected in the 2006 GCSE results which are the highest in the school's history. Similar approaches are beginning to be used in Years 7 to 9.

Students are generally making better progress in lessons since the previous inspection as a result of measures to improve the overall quality of teaching and learning and to tackle shortcomings identified in the previous inspection report. However, this is variable and some students do not know how well they are doing, precisely what is expected of them in all subjects or how to improve.

The curriculum is satisfactory but the planned review, referred to in the last inspection, has yet to take place and weaknesses in the use of tutor periods remain. The school is better placed to tackle the improvements required in resources in some subjects due to more effective financial management. A budget deficit has been resolved in the last 12 months.

Self evaluation is satisfactory. Senior staff and governors share a realistic view of the improvements and school plans reflect a determination to consolidate them. The school has satisfactory capacity to improve further. Checking the progress of new initiatives is inadequate. This is because systems recently introduced are inadequate. They are not firmly enough embedded to enable the school to know how well they are doing and to take appropriate and swift action. Underachievement at Key Stage 3 is being tackled through well considered interventions which have begun to have a positive impact on teaching and learning. However, the school has yet to demonstrate that all pupils achieve as well as they can.

Although the school's overall effectiveness is satisfactory, its performance in two respects is inadequate. Before its next section 5 inspection, Ofsted inspectors may visit the school to monitor the progress that it has made in remedying these weaknesses. The school would receive two to five days notice of such a visit.

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

- Raise achievement at the end of Key Stage 3.
- Ensure that all students know how well they are doing, how they should be doing and how to improve further.
- Evaluate the impact of new initiatives more speedily to ensure they are having the desired effect.
- Iron out variations in the effectiveness of teaching and learning, assessment, punctuality and behaviour.

## **Achievement and standards**

### **Grade: 3**

In 2005 at the end of Key Stage 4 standards were below average and progress was inadequate. Revision programmes, mentoring and regular checking of students' progress towards academic targets have contributed to improving achievement and standards in the last 12 months. Year 11 students achieved significantly better results in 2006: 62% achieved five or more A\* to C GCSEs. In addition 85% of students who followed vocational courses achieved qualifications in engineering, hairdressing and beauty therapy. Despite this some 5% of learners left without qualifications in 2005 and in 2006. These latest results continue to reflect wide differences between subjects and minor differences in the performance of boys and girls.

Standards at the end of Key Stage 3 varied significantly between subjects in 2005 and students' progress and achievement was inadequate. Results improved in 2006, particularly in English, and were closer to average. Although achievement in Year 9 improved around a third of pupils did not meet their targets. New systems to tackle this underachievement have been introduced but have yet to demonstrate that all pupils are achieving as well as they can. Evidence from lesson observations during the inspection shows students, including those with learning difficulties and/or disabilities, looked after children and those who do not speak English as their first language, make at least satisfactory progress and some make good progress in core subjects.

## Personal development and well-being

### Grade: 3

Personal development and well-being is improving. The school has done much to encourage students to adopt a healthy lifestyle. A generous allocation of physical education and well attended extra-curricular sports activities enhance the opportunities for developing their physical well-being.

The 'behaviour for learning' strategy, to which the school council contributed, has helped to clarify expectations across the school. Students told us that behaviour in lessons has improved but added that a small number of students disrupt learning in classes they find boring. The number of exclusions has reduced.

Students' spiritual, moral, social and cultural development is satisfactory. They learn respect for other cultures and religions and gain an understanding of the world of work and the skills that will help them in the future. Students have opportunities to contribute to the school community as representatives, mediators, prefects and buddies.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory overall. School leaders have introduced a range of measures to tackle the shortcomings identified in the last inspection. These have led to some improvement in the overall effectiveness of teaching and learning. Learning is at its best when teachers set clear targets, have high expectations and involve students in stimulating and well sequenced learning activities. In these lessons students receive good quality advice as to what level they are working at and how to improve. Teachers have good subject knowledge. Relationships between teachers and students are mostly good. As a result, students progress well.

In lessons which lack variety, challenge or are too teacher directed students' progress is not good enough. Low level poor behaviour can interfere with pace because students become bored. Many lessons do not make provision for the varied needs of all students especially in mixed ability classes. Managers need to do more to share and promote the features of good teaching and learning throughout the school.

### Curriculum and other activities

#### Grade: 3

The school provides a satisfactory curriculum which meets statutory requirements and provides a balanced education. At Key Stage 4 a range of vocational courses has broadened the opportunities available to students. This has been successful in engaging more, but not all, students. Personal, social and health education have now been introduced into the curriculum in Years 7, 8 and 9. This has tackled some of the inadequacies identified in these areas in the previous inspection but the learning

experiences need to be developed more fully. A range of healthy lifestyle experiences during an enrichment week contributed positively to students' personal development. The most able students are entered for mathematics at the end of year 10 which enables them to be challenged further by studying for AS level mathematics in Year 11. Students told us how much they appreciate the range of extra curricular activities available to them particularly in sports and Year 11 revision classes.

The curriculum in science is limited by insufficient equipment for practical work. A lack of interactive whiteboards in mathematics and other subject areas restricts the range of teaching resources and the delivery of the curriculum is not as interesting as it could be.

## **Care, guidance and support**

### **Grade: 3**

Procedures to safeguard learners meet statutory requirements and students work in a safe and secure environment. All students including those with learning difficulties and/or disabilities and learners in public care receive sensitive and responsive support from teachers and other professionals within and outside the school. The school's support centre, provides a haven for students experiencing difficulties in their learning or behaviour. It is effective in keeping some students engaged in their education who may otherwise be lost. A well developed programme provides continuity for these students as they make the transition from primary schools. Marking of students work has been a focus of the school's work in recent months and although there is some good practice it remains inconsistent overall and too many students do not know what they must do to improve their work.

## **Leadership and management**

### **Grade: 3**

The day to day running of the school is orderly. Recent appointments have strengthened the senior leadership team and there is satisfactory capacity to move the school forward. Roles and responsibilities of senior staff are better defined than at the previous inspection and more focused on assuring the quality of the school's work. A regular programme of lesson observations and monitoring is established. The school's knowledge of the quality of teaching and learning is secure. Better use of data has strengthened the understanding of strengths and weaknesses but the data are not yet analysed rigorously enough to identify underachievement and progress. School planning is adequate to bring about the first stage of improvement. Strategies to tackle inadequacies in teaching and learning, to raise standards and to improve behaviour, attendance and punctuality are proving effective but have not had time to become fully embedded. Consequently the impact of these strategies is not fully monitored. Strategies to address some aspects of underachievement are not yet in place and this undermines the school's work to promote inclusion and to realise the school's mission to ensure all learners achieve success. Governors are beginning to exercise their responsibilities and they are becoming more involved in the life of the

school. Training programmes to further improve governance and to support middle managers in taking a proactive role in quality assuring teaching and learning are underway. Changes to the culture of the school to focus more firmly on accountability are developing.



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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for contributing to the recent inspection. Inspectors were able to visit lessons and talk with a number of you in meetings and at break and lunchtimes. St Anne's is an improving school and it provides you with a satisfactory standard of education. Many of you and your parents told us you could see that things had got better in the last 12 months and we think you are right.

The best things about your school are.

- You recognise the importance of healthy lifestyles and many of you are getting more involved in sport and exercise and follow health and safety practices in lessons and around school.
- Behaviour and attendance is improving and Zone 44 is providing useful extra support to some of you. Keep up this good work and try to improve further by doing your best to arrive to school and lessons on time.
- Teaching and learning has improved and is satisfactory. Many more of you are getting more interesting things to do and those of you in Year 10 and 11 are receiving better guidance about what is expected and how well you are doing. Some of you are bored because lessons are not always like this.
- Standards are improving particularly at Key Stage 4 but they could be even better, particularly at Key Stage 3. Compared to most schools you are making satisfactory progress but we think you could do even better.

We have asked the school to do four things to improve further.

- To raise achievement at the end of Key Stage 3.
- Make sure that all of you know how well you are doing, how you should be doing and how to improve.
- Check regularly and more frequently that the new ideas and practices that are introduced are making a difference and that they help you to make progress more quickly.
- Iron out variations in the quality of teaching and learning, assessment, punctuality and behaviour.

The headteacher, governors and staff have plans to help make St Anne's an even better place to learn. We hope you will continue to play your part too to bring that about.