

# Fazakerley High School

## Inspection report

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<b>Unique Reference Number</b>	104692
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	295336
<b>Inspection dates</b>	14–15 March 2007
<b>Reporting inspector</b>	Jean Kendall 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 category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	795
6th form	69
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Doherty
<b>Headteacher</b>	Mr N Fleming
<b>Date of previous school inspection</b>	15 February 2006
<b>School address</b>	Sherwoods Lane Fazakerley Liverpool Merseyside L10 1LB
<b>Telephone number</b>	0151 524 4530
<b>Fax number</b>	0151 524 4532

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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

Fazakerley High School is a smaller than average mixed comprehensive with a small sixth form. It opened in a new building with modern facilities in September 2003. A student support centre is located on the site providing for students with emotional and behavioural difficulties from a number of secondary schools in the local area. The school has developed collaborative sixth form arrangements with four local high schools and two special schools. The school serves an area of high social and economic deprivation with high levels of unemployment. The percentage of students eligible for free school meals is well above average. The proportion of students with learning difficulties and/or disabilities is above average and the proportion with statements of special educational needs is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In the inspection of February 2006, Fazakerley High School was issued with a Notice to Improve. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Fazakerley High School now provides a good standard of education and good value for money. The school has demonstrated that it has outstanding capacity to improve with significantly improved standards and achievement in 2006. School leaders and teachers have implemented well thought out strategies and tackled underachievement with determination. Key Stage 3 results improved significantly in 2006 and the school achieved its best ever results in the GCSE examinations. Managers at all levels make a strong contribution to the development of whole school policy and give clear direction to promote further improvement. They recognise that further work is needed to enable students to achieve higher grades in English and mathematics at GCSE.

A consistent approach to the monitoring of teaching has informed professional development and enabled good practice to be shared across the school. Teaching and non-teaching staff are highly motivated and committed to raising attainment further. Their increasingly efficient use of assessment and systems to track students' progress is helping students to achieve well. Teaching is predominantly good and students particularly enjoy lessons where they are involved in debate and there is an interesting range of activities. The high standards of care and support for students' welfare have been maintained. Revisions to the curriculum have made a significant contribution to students' good personal and social development and the impressive rise in students' achievement.

### Effectiveness and efficiency of the sixth form

#### Grade: 3

Sixth form provision is satisfactory. Development of collaborative provision has enabled students to choose courses at all levels which are better suited to their interests and aptitude. This has resulted in increasing numbers opting to stay on in the sixth form and a much improved retention rate. In addition, there are better systems in place to support students both academically and personally. Teachers' focus on target-setting and assessment is helping students to identify ways they can improve and build effectively on what has gone before. The collaborative arrangement is providing more opportunities for enrichment and is helping students develop social skills and self-confidence. Teaching in the sixth form is good. However, systems for monitoring and supporting students' progress are not yet fully developed. The current standard of work is satisfactory, but strategies have not yet made a significant difference to examination results which are below average.

### What the school should do to improve further

- Raise achievement in the sixth form.
- Increase the proportion of students who achieve five A\* to C grades including English and mathematics.

## Achievement and standards

**Grade: 2**

**Grade for sixth form: 3**

Achievement is good; it has significantly improved. Students enter the school having attained below average standards in Key Stage 2 tests. Previously, students did not make good enough progress and went on to achieve well below average standards in Key Stage 3 tests and GCSE examinations. School leaders, with the support of highly committed teachers, have tackled underachievement with determination and rigour. Key Stage 3 results significantly improved in 2006, particularly in English where students made very good progress to achieve above average standards. Although test results in mathematics and science are below average, students are making good progress in these subjects.

The school achieved its best ever results at GCSE in 2006. The percentage of students gaining five or more A\* to C grades exceeded the national average and was significantly higher than expected based on students' prior attainment. The percentage achieving five or more A\* to C grades including English and mathematics has also improved, but remains below average. Students with learning difficulties and/or disabilities are supported well academically and personally and make good progress. Students' current work and school tracking systems indicate that higher standards and improved achievement are being sustained across the school.

Development of collaborative provision in the sixth form has enabled students to choose courses more suited to their interests and aptitude and there are improved systems in place to support them. The current standard of work is satisfactory, but strategies have not yet made a significant difference to examination results.

## Personal development and well-being

**Grade: 2**

**Grade for sixth form: 3**

Personal development and well-being are good. There are many strengths in the spiritual, cultural, moral and social aspects of personal development. Art and religious studies enhance spirituality throughout the school; the students' art work displayed around the school is inspirational. Bright stimulating classrooms are commonplace and do much to motivate students to learn. Behaviour in lessons is generally good, although there are a few occasions, particularly with Year 7 and 8 students, when their enthusiasm for shouting out answers is overwhelming.

The majority of students say they like coming to school and this is demonstrated by their improved attendance. The school's successful strategies to raise attendance have resulted in it being close to the national average. Students say they feel safe and free from bullying and that relationships are good. There are many opportunities for students to discuss issues which directly concern them through pupil questionnaires and the school council. Transition arrangements for pupils transferring from primary schools are outstanding and prepare primary pupils very well for the next step in their lives. Students make a good contribution to the community, raising money for local charities. There is a strong personal, health and safety programme providing students with clear moral and health guidance. The school has achieved a Healthy Schools Award this year.

Provision for the sixth form has improved since the last inspection. The new collaborative arrangement is developing well and provides opportunities for enrichment and the development

of self-confidence. Moral and social development is enhanced through lessons. For example, the high level of debate during a religious studies session gave students excellent opportunities to consider the complex issues of free will and conscience. However, facilities for the post-16 students are still basic and this does not help them develop independence and a feeling of being different from the rest of the school.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

The quality of teaching and learning is good in the main school and for the sixth form; some outstanding lessons were seen. The monitoring of teaching has become more consistent, with a clear focus on the use of assessment to improve standards. Target-setting has become a strong feature of teaching and learning and helps students understand the standards they are expected to attain. Assessment is being used efficiently to plan for student progress in lessons. Students are regularly involved in evaluating their own progress and identifying ways they can improve. Review and consolidation of learning ensure that students build effectively on what they have learned before, and they are given the support they need to do well.

In good and better lessons, teachers set high expectations, use questioning to challenge and support students' understanding, and enjoy a good rapport with students. Students are motivated, involved and enjoy their learning. This is particularly so where teachers use classroom support effectively to enable students, including those with additional needs, to learn well and make good progress. In weaker lessons, some teaching methods for younger students do not engage them sufficiently, and inappropriate responses, such as calling out, are not always adequately managed.

### **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 2**

The school provides a good curriculum that is based on meeting the needs of its students and the local community; all statutory requirements are met. The new building has had a major impact in developing the use of information technology across the curriculum, every classroom being equipped with an interactive whiteboard.

There is a good range of GCSE courses, and the introduction of BTEC vocational courses has contributed to the impressive rise in student achievement. At sixth form level the collaborative arrangement with partner institutions provides students with a very good range of choices at all levels. The curriculum makes a significant contribution to students' overall personal and social development and due importance is attached to citizenship, enterprise and work-related learning.

Students benefit from a range of enrichment opportunities and extra-curricular activities. After-school support classes run in a number of curriculum areas, as well as extra GCSE classes in non-timetabled subjects such as history. There are good opportunities for students to participate in music or sport and these are well attended.

## Care, guidance and support

**Grade: 2**

**Grade for sixth form: 3**

The quality of care, support and guidance for students is good in the main school and satisfactory in the sixth form. Students' work and well-being is monitored carefully and supported well. Arrangements to ensure health and safety work effectively. Procedures for child protection are well established and understood by staff.

In the main school there are excellent and well coordinated systems to promote the well-being of students. Academic target-setting and monitoring of progress have been further developed. The systems assist students to achieve their potential and successfully contribute to their confidence and self-esteem. Students regularly evaluate their own progress; they know how well they are doing and how to improve. Systems to support sixth form students have improved since the last inspection, but are not as extensive as those offered in the main school.

Parents are generally well informed about their children's progress and most are pleased with the education and care provided by the school. A number of parents of Year 7 students have indicated that formal feedback earlier in the year would be welcomed. Both parents and students have confidence that staff will resolve effectively any issues that may arise.

Students are able to discuss their option and career choices with staff in both the main school and sixth form. As a result, they are able to make well informed decisions and increasing numbers are participating in opportunities afforded by the sixth form collaborative arrangements.

## Leadership and management

**Grade: 2**

**Grade for sixth form: 3**

Leadership and management are good overall and satisfactory in the sixth form. The headteacher, deputy headteacher and all members of the leadership group demonstrate outstanding commitment to the pursuit of excellence. The revised management structure has a strong focus on teaching and learning, leading to improved student achievement. The school's self-evaluation report demonstrates that this is a school that listens to the views of parents, students and other stakeholders, knows its strengths and weaknesses and takes decisive action. The management of the sixth form is affected by collaborative arrangements and the benefits of joint provision have yet to impact fully on examination performance.

Middle managers describe the headteacher's and deputy headteacher's vision of raising attainment as 'energising'. They speak highly of the support they receive and the opportunities afforded to them to influence whole school policy. The analysis of performance data is robust and leads to detailed action planning at all levels. Opportunities for professional development are given high priority. Newly qualified teachers benefit from an excellent induction programme that is enabling them to have a major impact on raising standards and achievement.

The excellent facilities afforded by the new building are well used. Financial planning is good: whole school and department level planning is fully costed and accommodated within the budget. There is, however, insufficient specialist accommodation for sixth form students.

Governors know and support the school well: there is a well established committee structure and issues identified in the previous inspection have been acted upon. The chair of governors has regular meetings with the headteacher, acts as a critical friend and has played a major role in the development of the new building. The leadership of the school clearly has the capacity and determination to bring about further improvements.



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## Annex A

## 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>	2	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	1	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	2	3
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	3
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>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	2	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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	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 making us feel so welcome in your school. We enjoyed talking with you and learning about your life and experiences at Fazakerley High. We can see why you are so proud of your new building. The classrooms are bright and stimulating and we were most impressed with your wonderful art, design and technology work. The displays are stunning!

You told us you enjoy coming to school. We are very pleased that you are cooperating with your teachers to improve attendance and punctuality to lessons. We know you feel well cared for and supported. We found that your teachers make good provision for your personal development and well-being and are very committed to helping you achieve your best.

You told us that you like lessons where you can debate issues and where there are interesting activities. We saw a lot of good lessons where you were highly motivated and involved in your learning. Your teachers have been working hard to help you make better progress and achieve high standards. We found that they are giving you challenging targets to work to and good support to help you improve your work. You are rightly proud of your impressive rise in achievement over the last year. The determined efforts of your school's leaders and your teachers have helped your school to achieve its best ever results in tests and examinations.

We know you have been working really hard and we think some you could do even better in some aspects of your learning. We have asked your teachers to help you reach higher grades in English and mathematics at GCSE. We have also asked them to help those of you in the sixth form to raise your achievement. We know you are pleased with the greater choice of courses you have through the sixth form collaborative arrangement and we were able to see that many of you are already making better progress.

We wish you every success for the future.