



# Jeff Joseph Sale Moor Technology College

## Inspection Report

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**Unique Reference Number** 106375  
**Local Authority** Trafford  
**Inspection number** 295663  
**Inspection dates** 22–23 November 2006  
**Reporting inspector** Christine Graham HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Secondary	<b>School address</b>	Norris Road
<b>School category</b>	Foundation		Sale
<b>Age range of pupils</b>	11–16		Cheshire M33 3JR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 9732713
<b>Number on roll (school)</b>	982	<b>Fax number</b>	0161 9620020
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Mike Kelly
		<b>Headteacher</b>	Mrs Kathleen Leaver
<b>Date of previous school inspection</b>	22 February 1999		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	22–23 November 2006	295663

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## Introduction

When Jeff Joseph Sale Moor Technology College was inspected in May 2005 it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of Schools (HMI) subsequently visited the school on four occasions to monitor its progress. The school was inspected in November 2006 by two HMI and two Additional Inspectors.

## Description of the school

Sale High School, formerly Jeff Joseph Sale Moor Technology College, is about the same size as most secondary schools. Student numbers have fallen in recent years. Most students are of White British heritage, although there are small numbers of students from other minority ethnic backgrounds. The number of pupils with learning difficulties and/or disabilities is about the same as in most schools but the number of students with a statement of special educational needs is higher. A higher than average proportion of students are eligible for free school meals. Many students live outside the immediate area with a third travelling from Manchester. The school achieved specialist technology college status on 5 September 1994. The school has an Investors in People Award, a Microsoft IT Academy Award and a Sports Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector of Schools is of the opinion that this school no longer requires special measures.

Since May 2005 the headteacher and staff have done much to improve the school and it now provides a satisfactory education for students. When students enter the school their level of attainment is about the same as national averages, but because of the system of selective education in the local area there are fewer higher attaining students. The school's performance improved in both key stages in 2005, after a decline in 2004, and this improvement was sustained in 2006. Technology college status is beginning to make an impact on the achievement of students and although some weaknesses remain, effective measures have been taken to bring about improvement.

This is an aspirational school. The headteacher and staff have high expectations and these are reflected in all that the school does. Displays in corridors celebrate recent achievements and encourage future success. The basic skills of literacy and numeracy are developed in most subjects and most teachers carefully structure lessons so that students may build upon previous learning. Many students make at least satisfactory progress during lessons and for some progress is good. In lessons where teaching is good, information is presented in a variety of ways and students are given opportunities to express their ideas and to rehearse responses to questions. They are encouraged to aim high and are told exactly what must be done if they are to achieve well. In the very best lessons, all students make good progress because they are well motivated and are active and enthusiastic learners. Data about prior attainment is drawn from a number of sources and is now used to set rigorous targets. These are regularly reviewed and adjusted, usually upwards. Students have a very good understanding of their current attainment and what might be achieved.

Relationships in the school are good. Most students are very supportive of the staff. They have an increasing sense of pride in the school and are anxious to explain to visitors all that has been done. Some speak very thoughtfully about the things which have changed and the improvements which have been made and they are aware that they have been part of the process. One girl said, 'The improvements haven't just been for us, they have been for the teachers too.' Students report that they now feel safe in school. They are confident that if there is a problem it will be dealt with effectively by staff. They are encouraged to make healthy choices at mealtimes and the physical education (PE) curriculum, team sports and clubs do much to ensure that they benefit from exercise. Attendance is below national averages but is slowly rising. Despite the best efforts of the school many students arrive late, although this is sometimes the fault of transport arrangements. The school works in partnership with other schools and is playing an increasing part in the community.

Recent appointments have strengthened the senior leadership team and the quality of leadership is now satisfactory overall. Roles and responsibilities have been restructured and leadership is now shared amongst the entire team. The overall

leadership of the specialism is now secure. As a result the Technology College Action Plan has been evaluated and rewritten; there is a clear leadership and management structure and new and more accurate targets have been set. Middle managers are now involved in monitoring the performance of their departments and most demonstrate an increasing awareness of what is required to improve matters further. Effective quality assurance systems ensure that there is accountability and support. New subject leaders are having a positive impact, and where it has not been possible to make an appointment, very effective interim arrangements are in place. Plans made to improve the school are thorough and detailed but do not yet make clear what the longer term impact of actions will be, or how those actions will be evaluated. Capacity for further improvement is good and the school now gives satisfactory value for money.

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

- Ensure that all teaching and learning is as good as the best.
- Improve attendance to match the national average and consolidate recent improvements in punctuality.
- Ensure that plans made to further improve the school accurately evaluate the impact of actions taken.

## **Achievement and standards**

### **Grade: 3**

The inspectors agree with the school's own judgement that achievement and standards are satisfactory overall. The attainment of students who enter the school is broadly average but there are fewer higher attaining students than the national average because there is a selective system within the local authority (LA). By the end of Year 9 standards remain broadly average. Over the last two years there has been a steady increase in the proportion of students who achieve Level 5 or above in national tests at the end of Key Stage 3 and the unvalidated results for 2006 show a further improvement to just below national figures. At Level 5 and above in mathematics results exceeded the LA targets in 2006 and in English they were comparable to the LA targets. Science results have also improved and the proportion of pupils achieving Level 6 and above exceeded the LA targets.

At the end of Key Stage 4 the GCSE headline figures have improved over the last two years and in 2006 they were close to national averages. A previous legacy of underperformance at Key Stage 3 has meant that these pupils entered Year 10 with standards considerably below the national average and therefore the progress they made in Key Stage 4 was good. There is a significant gap between the standards achieved by boys and girls and the school has recognised this: teachers have been trained in how best to enable boys to learn; there are good links with a local school which has exhibited good practice in this area and mentors from industry have recently been paired with boys who have been identified as disaffected.

The school is data rich and systems developed over the past year have provided staff with up-to-date, accurate and useful information. There is considerable confidence

and expertise in the use of this data to set appropriately challenging targets and to monitor pupils' progress. Subject leaders are proficient in the use of data to set targets and support improvement. High performers and underachievers are now identified and whole school and departmental strategies to support them are firmly in place and they are beginning to make better progress.

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

### **Grade: 3**

Students' personal development and well-being are satisfactory and much improved since the last inspection. Their moral, spiritual and cultural development is satisfactory. Students understand the similarities and differences in the culture and lifestyles of people throughout the world. They have links with a school in Pakistan and understand different world religions. They are given frequent opportunities to reflect on beliefs, attitudes and values and as a result not only explain their views clearly but with increasing passion and commitment. Their social development is quickly becoming a strength of the school. Many students of all ages were anxious to talk about the school whenever an opportunity arose. They were able to evaluate the improvements which have been made and recognise not only what the staff have achieved but also the changes in their own actions and behaviour. Students have many opportunities to discuss things with the headteacher and senior leadership team. They appreciate this and it gives them a real understanding of how the school works and the ways in which problems are handled. Senior prefects talk confidently about the impact of behavioural sanctions and how these do not simply work as a punishment but also as a way to modify unacceptable behaviour. Students report that staff, 'are much more friendly now but also stricter', and it is clear that they know they are working with staff to improve the school.

Students of all ages know that their concerns are dealt with successfully by staff and they have many opportunities throughout the day to report any concerns they might have and to seek the support they need. Staff have developed firm but fair systems to manage behaviour and students respond positively to this. Most are happy to conform to expectations about the way uniform is worn and how quickly or otherwise they move around the building. They respond very positively to staff who meet and greet them on their way around school and ask politely for any extra help they require. A student commented that, 'this is a school where your voice is heard.'

Attendance, although still below average, has increased by two percentage points in the last two years. This is because staff now have a range of strategies to improve it but also because a greater proportion of students now want to be in school. Punctuality is also improving because it is given a much higher profile by senior staff who not only track students at the gate but also hurry them along in the street and in the local shops. Behaviour in lessons is usually good and most students also behave well when they believe themselves to be unobserved. However, the behaviour and attitudes of a small number of students are not yet good enough. The school has a range of increasingly effective strategies to deal with this.

Students show a good understanding of what it means to have healthy lifestyles. Many are eating healthier food than in the past and this is helped by the new biometric way of paying for and monitoring the quality of individual choices of food at lunchtime. If students eat healthy meals they can build up credits and receive a free meal. The school has supported this by offering students a choice of lunchtime arrangements. If they attend a lunchtime club they can collect a 'lunch to go' which still allows them to choose a healthy balanced diet. Students enjoy PE and have opportunities to take regular exercise. Many students are clear about career paths when they leave school. They have already thought carefully about the jobs they might take up and realise they are now gaining the skills and qualifications they will need.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Although some unsatisfactory teaching remains the school is well aware of this and has robust plans in place to bring about improvement. Managers are working hard to improve the consistency of teaching across all subjects and key stages. Most of the teaching seen during the inspection was good and a small amount was outstanding. In the best lessons teachers use data about the achievement of students very well. They have high expectations for the progress students will make and match this with very effective support. Students are told what they must do to achieve satisfactory, good or even better standards and the targets set for learning are regularly reviewed and adjusted. Students and parents are fully involved. Marking is regular, detailed and provides clear guidance on what has been achieved, what should be improved and how that might be brought about. Students are encouraged to discuss their ideas and opinions and most are very willing to participate in class discussions. Many students now ask for work which has been missed and some who have fallen behind stay late to attend 'catch up sessions'. Students with learning difficulties and/or disabilities or those who need a little additional help are well supported and make at least satisfactory progress. Teachers are increasing the challenge for the most able. Students respond positively to stimulating teaching, especially where tasks require research or collaborative efforts. Good quality teaching and learning underpins the school's specialist college targets and there are plans to extend the specialist teaching offered to primary schools to include areas other than information and communication technology (ICT).

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is broad and balanced and particularly well planned in Key Stage 4. It more than meets statutory requirements, adding numerous extra learning opportunities to a busy 25-hour week. The strong emphasis on ICT reflects the college's specialist status, but design and technology is currently less well resourced. Tightly planned personal, social and health education includes citizenship and is complemented by

religious education. In both key stages courses are designed to challenge students and extended in response to particular requirements. Students with learning difficulties and/or disabilities receive continuous, carefully managed support, which includes them in all aspects of provision. In Key Stage 4 pupils enjoy a wide choice of academic, technological and vocational options, enhanced by links with local employers, schools and colleges. These offer a close match with their preferences and post-16 aspirations. A few pupils at risk of disaffection benefit from provision tailored to their needs, including work-related courses. Many pupils benefit from numerous extra-curricular activities complementing the timetabled curriculum.

## **Care, guidance and support**

### **Grade: 2**

The school provides a secure, healthy working environment and good care for its students. Well considered child protection procedures ensure students' welfare and safety. Students are closely supervised both in and out of school, with detailed risk assessments conducted wherever needed. All staff are sensitive to students' feelings and anxieties, particularly those of the most vulnerable. One student said, 'you can always go and talk to someone'. Several outside agencies make valuable contributions to students' development. Teachers ensure that all pupils are included in every aspect of school life. They compile and use detailed records of students' achievements, keeping them and their parents clearly informed. The role of pastoral staff, including form tutors, has high priority, as have their links with parents using means ranging from homework planners to the college's internet website. Careers guidance is continuous and thorough and prepares pupils well for future study and employment. Students benefit equally well from profitable links with external agencies, local colleges and schools.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The leadership of the headteacher is good. She has accurately identified weaknesses in the school and taken effective steps to bring about improvement. As a result, students have an increasing sense of pride and confidence in the school, good relationships have been restored and teaching and learning are much improved. Good appointments have been made and the school has been reorganised to increase its effectiveness. The newly formed senior leadership team have clear roles and responsibilities and in recent months they have had a measurable impact on provision. Where it has not been possible to fill management vacancies effective interim arrangements are in place. Middle managers are increasingly responsible for making improvements to the quality of teaching. There are year long secondments to the senior team. These give staff good opportunities for professional development and build leadership capacity. The school values the help it has received from the LA and other schools. However, it can now also call upon internal expertise which is increasingly used to bring about further improvement. The overall leadership



of mathematics, science and technology are now secure and a thorough analysis of current provision and future potential has been carried out. Governors have attended training and have planned their future development. The committee structure has been reviewed and governors are now kept well informed. Senior leaders attend governors' meetings and provide explanations about their responsibilities. Middle managers are to have similar opportunities. School self-evaluation is robust and data about performance is collected from a number of sources and used to bring about further improvement. The school has a very clear idea of its strengths and areas for development and the capacity for further improvement is good.

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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	2
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	2
The extent to which learners adopt safe practices	3
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>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<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	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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 being so helpful when I visited your school with Mrs Talboys, Mr Ashton and Mr Bulman. We really enjoyed meeting you, and we were very impressed with the thoughtful and confident way in which you answered our questions. You will know by now that your school has 'come out' of special measures. We know that many of you have worked with your teachers to improve the school and we were very pleased to see how proud you are of all which has been achieved. The school looks after you well, and we could see that most of you now enjoy your education. We talked to many of you and no one could think of any bad things about the school or things that they would like to change. The staff were pleased about that. Your teachers expect a lot of you. That is right, because the progress you make is getting better and you all now know how much you are capable of achieving.

Coming out of special measures does not mean that the hard work is over or that this is the best you can be. In fact the opposite is true. We have said that your school is satisfactory in many ways but that teaching and learning, the curriculum and the way the school cares for you are good. Mrs Leaver and the staff are now planning to do even better than that. We have asked them to make plans to improve further everything about the school and to ensure that the good behaviour we saw is maintained every day and for every student. We have also asked them to make sure that all teaching is as good as the very best teaching you receive. Your attendance is improving but it is still not good enough. When you are absent you miss work and if you are absent a lot you may never catch up. We have asked the school to improve attendance even more, and we believe that you also have a part to play in this. We want you to attend school regularly and arrive on time. Too many people are late in the mornings and it is not always the fault of the bus company.

We were all very impressed by your maturity, thoughtfulness and the way in which you praised the staff and the school. We are sure you will enjoy all the end of term activities and that the modern day Nativity Play and the Year 11 dinner dance will be particularly enjoyable.

Congratulations on all that you have done to help the school to succeed.