

# Madeley High School

## Inspection report

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<b>Unique Reference Number</b>	124410
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	314923
<b>Inspection date</b>	12 December 2007
<b>Reporting inspector</b>	David Cox

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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	672
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Stonier
<b>Headteacher</b>	Eddie Wilkes
<b>Date of previous school inspection</b>	29 November 2004
<b>School address</b>	Newcastle Road Madeley Crewe CW3 9JJ
<b>Telephone number</b>	01782 297200
<b>Fax number</b>	01782 297222

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues.

1. The effectiveness of strategies to overcome the variation in subject performance in public examinations. 2. How consistently and effectively assessment systems are used to raise achievement. 3. How effectively middle leaders monitor, evaluate and improve students' achievement.

Evidence was gathered from the school's assessments of students' standards and achievements. Results of the 2007 tests were analysed. Curriculum planning documents and the school improvement plan were evaluated. Discussions took place with senior leaders, staff, students and the chair of governors. Parents' responses to the Ofsted questionnaire were analysed. The inspection considered the quality of the school self-evaluation and the impact of recent initiatives.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Madeley High School is a small secondary school. The majority of students are of White British heritage. Students join the school in Year 7 with broadly average standards of attainment. The proportion of students eligible for free school meals is below the national average as is the proportion of students with learning difficulties and disabilities. The school is a specialist technology college with secondary specialisms in the arts and cognition and learning. The headteacher has been in post for just over two years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Madeley High is a good school with several outstanding features. The majority of parents express positive views about the school. They are particularly pleased about how students are treated as individuals and how their views are taken into account in the school's plans for further improvements.

The school ethos is characterised by care and respect for each individual. Students are very proud of their school and work together very well. Their personal development is outstanding. Students enjoy coming to school, as reflected in their well above average rate of attendance. As one student commented, 'I like coming to school because of all the interesting activities that the teachers provide.' Students are very aware of the high quality care and support they receive. They know how to stay healthy because a high priority is given to sport in the school. A large number take part in a vast range of extra-curricular activities. Students know there is always an adult to whom they can talk if they feel at risk. A small minority of parents expressed concerns about students' behaviour. However, the inspector found behaviour to be good. The whole issue of bullying is an important component of the personal, social and health education programme and is revisited regularly. Over the past year, there has been a decline in the rate of exclusions, which is low.

Students actively respond to the needs of others in school and in the wider world through their support for a range of charities. They respond empathetically to difficult situations for their peers. Students play a positive part in the day to day running and development of the school. They express their views through the school council and action teams. They project managed the redevelopment of the dining room which included the installation of a filtered drinking water machine. Students develop good basic skills in literacy, numeracy and information and communication technology (ICT). This assists their preparation for the next stage of education well. Students acquire a good understanding of commerce and industry through Technology Challenge events and Enterprise Days. Students have a very good understanding of different cultures from around the world. They benefit from an extensive range of visiting artists and events, such as performances in African and Taiko drumming.

The academic achievements of students are good. This is confirmed by the most recent set of examination results and the work seen during the inspection. Students make good progress through Years 7 to 11 because of good teaching. By the time students leave the school at the end of Year 11, standards of attainment are above average and have been for a number years. However, whilst students achieve well in most examination subjects, senior leaders have correctly identified that there is scope for improvement in art and physical education (PE). Strategies to bring about improvement in these subjects have been implemented, but it is too early to measure the results of these actions.

Teachers and learning assistants manage students well and build on warm working relationships. Because teachers plan an interesting range of activities, most students are eager to learn. Lessons move at a good pace, with teachers using careful questioning to assess students' understanding. Students' work is marked regularly and the new systems for tracking and monitoring students' achievements are good. However, a small number of teachers do not always use the assessment information gathered on students effectively enough when planning activities. As a consequence, in some lessons, the needs of all students are not being met.

Recent initiatives have built on a curriculum that was already strong. Alternative curriculum programmes, through the local college of further education, effectively support the needs of students at risk of becoming disengaged. The school's specialist status for technology is used well to increase and improve the provision for ICT. This has enabled students to gain access to the school's facilities from home which, in turn, has helped to improve their research skills.

The headteacher provides good leadership and receives good support from the strong leadership team. There is a clear sense of direction and purpose. Senior leaders have an accurate understanding of the school's strengths and areas for further work. An emphasis on open and honest self-review combined with collaborative development is ensuring that targets for improvement are challenging. There is good capacity to take the next steps in improvement. A revamped and increasingly rigorous lesson observation programme by senior leaders has led to an improvement in the quality of teaching. Middle leaders are playing an increasingly important role in the monitoring and evaluation of the school's work. However, this monitoring role is not firmly embedded across the school. Whilst there is very good practice in English, for example, the same rigorous monitoring is not evident for all subjects and leads to a lack of clear information on strengths and weaknesses in provision. Governors are very well informed and they challenge the school appropriately. They play an important role in formulating the strategic direction of the school.

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

- Ensure all middle leaders play a greater role in monitoring and evaluating the work of their areas in order to identify accurately where there is scope for improvement.
- Raise standards by ensuring teachers make more effective use of assessment data to set more challenging work in all lessons, particularly in art and PE.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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
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

13 December 2007

Dear Students

Inspection of Madeley High School, Madeley, Crewe CW3 9JJ

Thank you for making me feel welcome and being so friendly when I came to your school recently to look at the work you do and to talk to your teachers. I enjoyed chatting to you. You and your parents are rightly proud of Madeley. Like you, I think your school is good and has several outstanding features. Here are some of the many good things to report about your school.

You enjoy school, attend very well and work hard. As a result, the standards you attain are above average and the progress you make is good. You have lots of interesting activities available to you such as the West Africa Week which features dancers, drummers and storytellers. Many of you participate in the vast number of extra-curricular activities available. It is very clear that you go to a caring school. You are given very good advice on careers and further and higher education. The school helps you to gain confidence in yourselves and you all have good attitudes to learning. Your behaviour is good and you are polite to visitors. You show a very good awareness of how to stay healthy. I liked the way the school council works to improve your school.

Your headteacher and other senior teachers lead the school well and this is resulting in improvement. There are many good middle leaders but there is a need for some to get better at checking how well you are learning and the progress you are making.

To make the school even better I have asked your teachers to do a number of things. First, to increase the amount of demanding work, particularly in art and physical education to ensure you make better progress. Second, ensure all middle managers have a more consistent approach to checking and improving the areas for which they are responsible.

Thank you again for making me feel so welcome.

Yours sincerely

David Cox Lead inspector