

# St Philip Howard Catholic School

## Inspection report

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<b>Unique Reference Number</b>	112972
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	338063
<b>Inspection dates</b>	30 September –1 October 2009
<b>Reporting inspector</b>	Nada Trikić 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>	Comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	497
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Don Bowdren
<b>Headteacher</b>	Miss Wendy Stediuk
<b>Date of previous school inspection</b>	8 March 2007
<b>School address</b>	St Mary's Road Glossop Derbyshire
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors sampled 31 lessons, and held meetings with representatives of the governing body, staff and groups of students. They observed the school's work, and looked at documentation including: improvement plans, the analysis and tracking of students' progress, records of classroom observations made by staff, attendance and exclusions data, monitoring information, minutes of governors' meetings, 200 parental and 100 student questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The extent to which provision is improving the performance and rates of progress of girls and students eligible for free school meals
- How well progress is assessed, tracked and monitored to enable students to achieve challenging targets
- The effectiveness of leadership and management in checking and improving the quality of teaching and learning across subjects
- The effectiveness of the school's work in promoting students' understanding and appreciation of cultural diversity.

## Information about the school

St Philip Howard is smaller than most secondary schools. The school population is predominantly White British with a few students from other minority ethnic backgrounds. The proportion of students eligible for free school meals is below average. The number of students identified by the school with special educational needs and/or disabilities is well above average. Specialist status for sport was gained in 2005 with English designated as the second specialist subject. The International Award was achieved in April 2009. The school is a member of the 'Peak 11' Learning Federation.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****4****The school's capacity for sustained improvement****3**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector 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 relation to the school's equal opportunities policy to ensure that it provides a secure basis for monitoring, evaluating and reporting progress on equality priorities in order to meet statutory requirements.

St Philip Howard is a welcoming and friendly school. Students enjoy school and the benefits of belonging to a small learning community. Staff know the personal needs of students very well and work hard to make them feel valued. As a result, relationships are strong between students and staff and are founded on shared values. The impact of the sports specialism is significant; students are very enthusiastic about the extensive range of popular enrichment activities. Sport has been used effectively to influence the curriculum, and to extend opportunities within the local community.

Since the last inspection, standards at the end of Key Stage 4 have risen steadily towards the national average. Rates of learning and progress have improved to a satisfactory level. This overall improving picture, however, disguises differences in performance by different groups of students. For example, girls and those students eligible for free school meals have not made the progress expected from Key Stage 2 in recent years. Boys have performed better and boosted overall results. Results for 2009 show a marked improvement in the proportion of students gaining five or more higher grade GCSE passes including English and mathematics. This represents a significant improvement for girls but boys did less well. Variation between groups can be explained by weaknesses in assessment and tracking systems which have not enabled the school to identify clearly enough those students falling behind. This is compounded by shortcomings in the school's equal opportunities policy. The policy does not identify evidence to be gathered to check for inequalities in order to inform targeted action. A significant number of helpful projects and activities designed to boost performance and self-esteem take place. However, coordination, evaluation and the mapping of students' participation is not sufficiently strong to ensure a coherent approach across the school.

Senior leaders have a general view of strengths and areas for improvement. The quality of whole school self-evaluation is limited by weaknesses in progress monitoring; checks on quality to support consistency, and line management arrangements. Consequently, teaching and learning are not effectively monitored and evaluated to support systematic improvement. Nevertheless evidence indicates developing strengths in middle leadership with a sharper focus on raising standards, intervention and personalised support. In

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addition, satisfactory capacity is demonstrated through the marked improvement in attendance, a significant reduction in persistent absence, and the growing impact of the school's sports specialism on standards and provision.

The quality of students' learning experiences can vary a great deal from lesson to lesson. Students enjoy lessons where they are challenged and able to participate in paired or group work to discuss their learning. Students behave well, are attentive to their teachers and remain on task, even when the work is mundane. In too many lessons students remain passive for too long. Assessment information is not used consistently well to plan lessons and tasks to meet the full range of students' needs. Good practice was observed in English, German and history. Leaders recognise that more needs to be done to increase the range of vocational courses in Key Stage 4 to meet the needs and interests of students well. Students receive good careers advice and guidance to make informed choices about course choices and options beyond the age of 16.

Leaders have taken effective steps to promote students understanding and insights of cultural diversity and community cohesion. The International Award supports valuable cultural links with schools in China, Bangladesh and Germany to increase global awareness. Measures to evaluate their impact on students' attitudes and awareness are not sufficiently developed to influence provision. Understanding of diversity from a national perspective is less well developed.

## **What does the school need to do to improve further?**

- The governing body must ensure that the equal opportunities policy meets statutory requirements, and is regularly reviewed and revised in accordance with legislation so that:
  - sources of information are clearly identified to support a review of equalities in all aspects of the school's work
  - action plans are devised to tackle identified equality priorities with clear measures to enable progress to be checked
  - outcomes are reported and used to inform subsequent work.
  - Ensure the whole school system for monitoring progress enables students to achieve challenging targets through:
    - regular collection and analysis of progress information across the curriculum for all groups of learners
    - thorough identification of students at risk of not meeting their targets
    - intervention programmes to get students back on track
- Achieve consistency and improvement by strengthening monitoring, evaluation and lines of accountability between senior and middle leaders so that:
  - the monitoring of teaching and learning leads to improvement to enhance teaching skills and the sharing of good practice

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- tracking and analysis of progress information is used by all staff to identify group and individual learning needs
- agreed checks on all aspects of the school's work are carried out and evaluated to drive improvement
- the governing body has a sufficiently detailed knowledge of the school to hold leaders to account.
- Increase the proportion of good and outstanding teaching by ensuring that teachers:
  - plan lessons to take account of prior attainment, assessment information and the learning needs of students
  - use teaching methods that provide interest and challenge for all abilities
  - use questioning to challenge students to think more deeply about their learning
  - check students' understanding of their work frequently during lessons in order that plans can be adjusted to meet needs
  - challenge passive behaviour to promote independent learning.
- Take effective steps to broaden the Key Stage 4 curriculum by extending the number of vocational courses, and setting up more effective links with local providers.

**Outcomes for individuals and groups of pupils****3**

Evidence from students' work seen during the inspection indicates that the majority of classes are making at least satisfactory progress. Where learning is stronger students make good progress because they are clear about the purpose of the lesson and how they can demonstrate their knowledge and understanding. In these lessons good quality collaborative learning to share ideas is supported by effective questioning to ensure that learning is secure. Flexible grouping also supports students especially when tasks are tailored to meet their needs. Where learners are allowed to remain passive the pace of learning slows down and students are too dependent on the teacher for information and direction. Students' with special educational needs and/or difficulties benefit from good support and attention to make at least satisfactory and often better progress over time. Other features of student outcomes.

Students say they feel safe, get along well with each other, and know there is always someone to turn to for help. They are enthusiastic about the house system which supports cohesion across the school through competitions and challenges.

During the inspection students behaved well. School records indicate that fixed term exclusions are decreasing but remain relatively high.

Students understand the factors affecting their health and many participate in additional sporting activities. Awareness of sexual health issues through the school's programme is less secure in Key Stage 4.

Positive contributions through the sports specialism engage students well in the local

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community. Students take charity work very seriously and readily assume leadership roles, for example, as prefects or helping out at events.

Students' benefit from a range of work related initiatives that equip them well with skills and qualities for working life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Strong links with primary schools and partner institutions smoothes transition and supports students and parents at each stage of education. The sports specialism has a significant impact on the curriculum through the expansion of courses. In other respects the school has made limited use of the flexibility available to change the curriculum in Key Stage 3 apart from early starts in examination courses for physical education, citizenship, religious education and mathematics. The choice for vocational courses in Key Stage 4 is limited. Leaders recognise the need to continue the focus on raising aspirations, particularly for girls and to increase the use of good role models from business and enterprise.

Relationships are good and there is mutual respect between students and staff which

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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promotes a sound learning atmosphere in lessons. Teachers demonstrate good subject knowledge and plan well structured lessons that are calm and orderly. The difference between satisfactory and better teaching is dependent on how well teachers use assessment information to plan a variety of tasks that meet students' learning needs. In too many lessons the same task is set for the whole class and assessment is not used well enough to adjust learning tasks to provide appropriate challenge. The teaching observed in a physical education lesson was good because opportunities for students to discuss their learning and test out their understanding of new terminology was regular, and excellent feedback helped to consolidate learning.

Students know the level they are working at and their target grades but are far less clear on how to improve their own learning to become independent learners. Marking is variable across subjects and does not consistently provide guidance on how to improve. Care and support for vulnerable students is a particular strength complimented by good links with outside agencies.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Staff at St Philip Howard are hard working and display a strong team spirit. Whilst there are some strengths in leadership and management evident in the upward trend in performance, sport and high quality care, the weaker aspects have hampered the pace of improvement. Leaders are too dependent on external sources to provide detailed analysis of progress. Steps have been taken to strengthen procedures but they are not yet sufficiently secure to provide regular feedback and analysis of progress across all years. It is recognised that systems to quality assure the school's work are not routinely in place with clear expectations to support consistency. Improvement plans identify priorities at whole school and department level. Plans often lack precise timelines, detailed monitoring arrangements or measurable outcomes to track progress over time.

Other features of leadership and management:

Governors have a good insight into many aspects of the school's work and benefit from links with curriculum areas. Individual governors offer thorough and constructive challenge and support. In other respects governors have not been effective in holding senior managers to account, or ensuring that all statutory requirements are met.

Links with parents and carers are satisfactory and improving. Leaders gather parental views through questionnaires and recognise that there are areas to develop further.



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Partnerships to secure wider curriculum opportunities at Key Stage 4 are underdeveloped. Leaders recognise that although the curriculum has been broadened further expansion is required to support 14-19 progression.

The school provides a safe environment for learning; safeguarding arrangements meet government requirements. Suitable systems are in place to record incidents and accidents although specific details and responses are not always meticulously completed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Views of parents and carers**

Most parents believe that their children enjoy school and that the school keeps them safe, and inspectors agree. Some parents express concern about the help the school gives them in supporting their child, and the information received about progress. Inspection evidence indicates that the school provides regular feedback on students' progress. The school recognises the need to give more specific guidance on what parents can do to help their child. A small number of parents are unhappy with the way that the school deals with unacceptable behaviour. A few parents raised concerns about bullying. Inspectors judge that the school has effective systems in place to manage behaviour. Leaders recognise the need to sustain the focus on managing the behaviour of those students who do not consistently meet the school's expectations.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Philip Howard Catholic School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 200 completed questionnaires by the end of the on-site inspection. In total, there are 497 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	43	102	51	9	4	0	0
The school keeps my child safe	99	49	87	43	9	4	0	0
The school informs me about my child's progress	56	28	112	56	17	8	3	1
My child is making enough progress at this school	64	32	109	54	8	4	3	1
The teaching is good at this school	71	35	105	52	7	3	0	0
The school helps me to support my child's learning	65	32	97	48	20	10	2	1
The school helps my child to have a healthy lifestyle	61	30	111	55	14	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	67	33	101	50	11	5	0	0
The school meets my child's particular needs	75	37	96	48	9	4	3	1
The school deals effectively with unacceptable behaviour	64	32	95	47	16	8	3	1
The school takes account of my suggestions and concerns	48	24	109	54	15	7	3	1
The school is led and managed effectively	86	43	90	45	7	3	2	1
Overall, I am happy with my child's experience at this school	97	48	83	41	9	4	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 October 2009

Dear Students

Inspection of St Philip Howard Catholic School, Glossop, SK13 8DR

Thank you for making us very welcome when we visited your school. We enjoyed our discussions with you and seeing you at work. You told us that St Philip Howard is a friendly place where you feel safe. You enjoy attending a small school where it is easy to get to know everyone. We were impressed with your attitudes to learning and your behaviour in lessons. Teachers know you very well and you told us that there is always someone to turn to if you need help or advice. We agree with you that the sports specialism has made a huge difference to the school by extending courses and opportunities to participate in different activities. Overall, standards are rising each year and students in Year 11 are now making the progress expected. In recent years some groups of learners have made better progress than others. Last year boys made better progress than girls but this year girls performed better. Attendance has improved and the number of students with poor attendance has dropped significantly. This is good news as it will support even better progress.

At the end of the inspection we decided that your school needed a notice to improve. It will have another inspection in 12 months or so to check that it is making enough progress. Although the school is a friendly place and supports your personal needs very well the policy setting out how checks will be made on equality issues is not in place to tackle differences in performance between different groups, for example, boys and girls. We have asked the school to improve the way that progress is monitored so that you can reach your challenging targets. The quality of lessons varies across the school. We could see that you learn best when you are interested and challenged by a variety of tasks that are pitched well to meet your needs. This works especially well when you have opportunities to discuss in pairs and groups, and to check out your learning with the teacher. This does not happen in all lessons and, sometimes, some of you are too passive and do not make enough progress. We have asked school leaders to check on lesson quality to increase the number of good and outstanding lessons. Finally, we recommended that the school sets up links with other providers to extend choices in Key Stage 4, and to increase the number of vocational courses.

Inspectors will visit again to report on the progress the school is making. You can help

the school by continuing to attend every day. Make sure that you know exactly what you need to do to improve your work further.

Our best wishes for the future.

Yours sincerely

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Her Majesty's Inspector

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