

# Up Holland High School

## Inspection report

---

<b>Unique Reference Number</b>	119751
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339525
<b>Inspection dates</b>	20–21 May 2010
<b>Reporting inspector</b>	Ruth James HMI

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

---

<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 of pupils on the school roll</b>	866
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Foster
<b>Headteacher</b>	Mrs K Barton
<b>Date of previous school inspection</b>	28 September 2006
<b>School address</b>	Sandbrook Road Orrell Wigan WN5 7AL
<b>Telephone number</b>	01695 625191
<b>Fax number</b>	01695 633379
<b>Email address</b>	head@upholland.lancs.sch.uk

---

<b>Age group</b>	11–16
<b>Inspection dates</b>	20–21 May 2010
<b>Inspection number</b>	339525

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 34 lessons and saw 34 teachers, held meetings with six groups of students, senior staff and middle leaders, the Chair of the Governing Body, and two local authority representatives. They observed the school's work, looked at a range of documents and analysed 294 questionnaires returned by parents.

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

- the current achievement of different groups of students
- whether the quality of teaching is good enough to raise achievement and counteract the legacy of underachievement
- whether leadership and management at all levels are effective in monitoring and evaluating the quality of provision and driving forward strategies to raise achievement
- whether the school has the capacity to improve.

## Information about the school

Upholland High School is a slightly smaller than average secondary school. The vast majority of students are of White British origin and the proportion from minority ethnic backgrounds or who speak English as an additional language is very low. Fewer students than average are known to be eligible for free school meals. The proportion of students with special educational needs and/or disabilities is below average.

**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 students' achievement, the quality of teaching, and leadership and management.

For the last three years, although standards have been broadly average, students have not been achieving the results they are capable of and their achievement has been inadequate. Inadequate progress in mathematics has been a significant factor in this. Standards in English have also declined and in 2009, progress in English was inadequate. In addition, in 2009 the pass rate at grades A\* to C in GCSE music, a specialist subject, was poor. In many subjects too few students achieve the top A\* and A grades. Good results were obtained in science, modern foreign languages and the vocational course in information and communication technology (ICT), showing what students are capable of achieving.

Inadequate teaching in the past has left current students lagging behind the levels they should achieve. Although teaching is now satisfactory it is not yet good enough to ensure that students catch up quickly and reach the standards of attainment they should. There is variation in the quality of teaching both within and between subjects. Examples of good and outstanding teaching were seen and provide a basis for the school to move forward.

Students are polite and friendly and respectful of each other. They display good attitudes to learning. They feel safe. Although their social and moral development is strong, cultural development is weaker. Pastoral care is good. Behaviour management strategies are effective and exclusions have reduced. Attendance is improving and is now above average. The curriculum at Key Stage 4 includes a wide range of options, some in partnership with other institutions.

The appointment of a new headteacher in September 2009 has marked a turning point for the school. With great energy and determination she has forged ahead with the improvement agenda. There has been a culture shift and change in attitudes. Teachers are now rightly being held to account for the progress of their students. The school's self-evaluation is largely accurate. It highlights strengths and weaknesses and acknowledges that much work remains to be done. The effectiveness of middle leaders is variable but improving overall. The work of the new headteacher and the improvements already achieved this year are evidence of the school's satisfactory

**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

capacity to improve.

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

- Raise achievement so that outcomes are at least commensurate with students' capabilities especially:
  - in mathematics and music
  - for more-able students so that more high grades are attained.
- Improve the quality of teaching so that more of it is good or better, by:
  - raising expectations
  - increasing the pace of lessons
  - ensuring that teaching and the work set are well matched with the different abilities of students so that they can achieve their potential
  - ensuring that students are actively involved in their own learning
  - improving the guidance given to students on how to improve their work and achieve higher levels and grades.
  - Develop leadership and management skills at senior and middle leadership level, by:
    - ensuring that there are clear responsibilities for the management of strategies to raise achievement including strategies to improve the quality of teaching and learning
    - involving leaders fully in self-evaluation and driving improvements in their areas of responsibility.

## Outcomes for individuals and groups of pupils

4

Students arrive at the school with above-average standards of attainment. In recent years they have left at the end of Key Stage 4 with broadly average standards. This represents inadequate progress over time. The better results obtained in some subjects show what students are capable of achieving with good teaching. In 2009, boys did better than girls. Teacher assessments at the end of Key Stage 3 are indicative of improving rates of progress and the school's assessment and tracking data suggest better outcomes in many respects at the end of Key Stage 4 in 2010 than in 2009. Students' attitudes to learning are good. They are attentive and cooperative and engage readily with tasks and activities. In the majority of lessons observed they made satisfactory progress, but this progress was not rapid enough to counteract the effects of too much inadequate teaching and slow progress in previous years. Lost ground is not being made up quickly and students are not yet reaching the standards of which they are capable. The picture is similar for students with special educational needs and/or disabilities.

Behaviour is good. Students are polite and respectful of others as they move around the

**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

often cramped corridors. Students say they feel safe and they understand how to lead healthy lifestyles. Attendance is above average. Initiatives such as the junior leadership team, charity fundraising, and links with primary schools help to ensure that contribution to the school and local community is good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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?

Inspectors observed teaching that ranged from inadequate to outstanding with the large majority of lessons observed being satisfactory. The school has made some progress in reducing inadequate teaching, but there is not yet enough good or better teaching to counteract the underachievement of previous years. There are inconsistencies in the quality of teaching both between and within departments. Students generally enjoy their learning but because work is not always appropriate to their abilities, the progress they make over time is not maximised. In many lessons, expectations are too low and there is a sense of complacency with the pace not rapid enough. Although teachers have information about the specific needs of individual students this is often not used effectively in planning work. Ongoing assessment in lessons is inconsistent and does not

<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.

**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

generally focus on individual targets, although there were good examples of this in a small minority of lessons. On the rare occasions when minor misbehaviour was observed in lessons, it was associated with mediocre teaching which did not hold students' interest. In the better lessons, teachers are lively and enthusiastic. They take account of individual needs and set work appropriate to different abilities. They maintain a brisk pace and no time is wasted. Teaching assistants generally provide appropriate support when present in lessons but this is patchy.

The curriculum is good. Partnerships with other institutions have helped to broaden opportunities and provide a range of vocational options at Key Stage 4. Specially tailored opportunities for students with particular needs are planned. Examples include work placements combined with alternative qualifications which credit students' achievements. The new humanities curriculum in Year 7 is emphasising skills and includes themed weeks. A large range of extra-curricular activities including sports and music is available. There are also educational visits, especially for older students.

Pastoral care is a strength of the school. Staff know their students well. There is good support for Year 7 students on transition from primary school. Advice and guidance on future options after Year 11 are also effective. The school's work to improve attendance is paying dividends and effective behaviour management has reduced the time lost to exclusions.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The recently appointed headteacher is ambitious and determined for the school. She is providing a clear sense of direction. The system for assessment and tracking progress has been improved, and is providing a clearer picture of the progress of different groups of students. A new senior leadership structure is being developed to ensure that responsibilities for key priorities are clear. Strategies to improve teaching and learning are beginning to have an effect, especially in reducing inadequate teaching, although much work remains to be done. Staff are now held accountable for students' progress. There is a variation in the quality and effectiveness of leadership at middle management level. Although there is more rigour in development plans there is still some lack of focus on the impact of actions on outcomes for students. The critical difference team, a driving force to improve teaching, is led well and has the right agenda, but its work is not sufficiently well evaluated. The school has an accurate picture of its strengths and

**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

weaknesses. The impact of specialist status in the community is satisfactory, for example, in terms of supporting primary schools with music. Community cohesion is satisfactory with more emphasis on the school and local community and less on national and international perspectives. The promotion of equal opportunities is satisfactory. Statutory policies are in place and the school is becoming more effective at identifying the performance of different groups of students, examining reasons for these and seeking strategies to raise achievement. The headteacher provides an excellent role model for girls. Appropriate safeguarding procedures are in place. The school's deficit budget has been reduced, but value for money remains inadequate because of the poor outcomes for students. Governance is satisfactory. The governing body knows the school well. There is acknowledgement of the need to challenge as well as support the school and with recent training from the local authority the governing body is now better placed to do so.

*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	3
<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>3</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>3</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>4</b>

## Views of parents and carers

Parents commented on a number of issues. A significant concern was the variation in the quality of teaching in different subjects, which concurs with inspectors' findings. Several parents also referred to behaviour. Inspectors found behaviour to be good and the school's systems for managing behaviour to be largely effective. Several parents also commented on potential dangers associated with congestion in the road outside school at the end of the school day. The school acknowledged this as an issue and is seeking to address it. A few parents also commented favourably on the new headteacher.



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

Ofsted invited all the registered parents and carers of pupils registered at Up Holland High 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 294 completed questionnaires by the end of the on-site inspection. In total, there are 866 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	28	195	66	11	4	4	1
The school keeps my child safe	104	35	180	61	4	1	0	0
The school informs me about my child's progress	110	37	158	54	21	7	1	0
My child is making enough progress at this school	79	27	185	63	27	9	1	0
The teaching is good at this school	56	19	200	68	26	9	4	1
The school helps me to support my child's learning	45	15	191	65	42	14	3	1
The school helps my child to have a healthy lifestyle	45	15	201	68	36	12	1	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)	55	19	195	66	16	5	1	0
The school meets my child's particular needs	70	24	186	63	29	10	2	1
The school deals effectively with unacceptable behaviour	68	23	175	60	30	10	8	3
The school takes account of my suggestions and concerns	43	15	188	64	34	12	6	2
The school is led and managed effectively	79	27	170	58	24	8	0	0
Overall, I am happy with my child's experience at this school	93	32	172	59	24	8	3	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



22 May 2010

Dear Students

Inspection of Up Holland High School, Wigan, WN5 7AL

As you know we recently inspected your school. We enjoyed talking with many of you. We were pleased to find that you are well behaved, polite and friendly. You have good attitudes to learning.

We found that examination results for your school are not as good as they should be because you have not been making enough progress over time. This is because although teaching is satisfactory it is not yet good enough for you all to catch up and reach the levels and grades you are capable of. In the best lessons, teachers set work appropriate to your individual abilities and monitor your progress carefully but in other lessons whole-class teaching often means the pace is not fast enough.

We have given your school a 'notice to improve' because its overall effectiveness is currently inadequate. This means that inspectors will come back in a few months time to check what progress has been made and the school will be re-inspected in about one year.

Your school does some things well. You have a good understanding of healthy lifestyles and your contribution to the school and local community is good. In Key Stage 4, there is a good range of subjects and courses. Many of you told us about extra-curricular activities, such as sports and music, which you enjoy. The school cares for you well and you told us that you feel safe. Your new headteacher is very determined to improve your school and has begun to make changes. These are beginning to take effect but there is a long way to go.

We have asked the school to make three important improvements:

- to raise your achievement so that you get the levels and grades that you are capable of achieving
- improve the quality of teaching so that more of it is good or better and you make faster progress
- develop leadership and management skills to make sure that improvements are led well in all areas.

You can help by working hard to meet your targets. We wish you every success in the future.

Yours sincerely

Ruth James

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**