

# Fleetwood Sports College

## Inspection report

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<b>Unique Reference Number</b>	119771
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339531
<b>Inspection dates</b>	16–17 September 2009
<b>Reporting inspector</b>	Angela Milner 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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	931
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Heed
<b>Headteacher</b>	Mr Stephen Roe
<b>Date of previous school inspection</b>	6 October 2006
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 33 lessons during which time students' work was scrutinised. They held meetings with governors, staff, students, parents and carers and a range of partners involved in the work of the school. Inspectors looked at a range of documentation including: the school development plan, minutes of governors meetings, student progress information, the school's records of monitoring the quality of teaching and learning, and a range of policy documents, including those on safeguarding and health and safety. An analysis of 185 parental responses, a sample of 139 student responses and 52 staff responses to questionnaires was also made.

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

- how well students achieve from their starting points
- how well students behave and attend
- how well the school provides support and guidance to ensure all students meet their potential
- the quality of teaching and learning
- the capacity of the school to sustain improvement.

## Information about the school

Fleetwood Sports College is an average sized school. It is a specialist sports and information and communication technology college. The majority of students are of White British heritage. The proportion of students eligible for free school meals is higher than average. The proportion of students who speak English as an additional language is much lower than average. There are more students with statements of special educational needs than the national average and a greater than average proportion of students who need help with their learning. The number of students joining or leaving the school at times other than the normal entry and leaving ages is higher than average. Awards held by the school include: Investors in People, Sports Mark and Healthy Schools.

The school became a National Challenge Trust school on 1 September 2009 and is currently going through a period of significant change in relation to governance.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Fleetwood Sports College is a satisfactory and improving school. It provides good quality care, guidance and support in an attractive and orderly learning environment. Support for vulnerable students and those at risk of disaffection is outstanding. Student welfare lies at the heart of the school. Positive relationships between teachers, support staff and students create an inclusive, friendly, community atmosphere. Students develop positive values that reflect the school's mission statement, 'Achievement for all through personal best,' and all staff are committed to raising students' aspirations and achievement. The school has taken the initiative in forging effective partnerships with a range of agencies to deliver a good curriculum and to promote the Every Child Matters outcomes for students. The school works hard to ensure students develop the personal skills and attributes they will need in their adult lives. This results in a very high proportion of students progressing on to further education, employment and training when they leave school. The vast majority of students behave well, in and out of lessons, and are polite and considerate to others.

Test and examination results have improved slowly but steadily over the last four years. The school achieved its best ever results in 2009, but attainment remains well below the national average and National Challenge targets have not been achieved. Assessment information provided by the school and inspection evidence confirms that all groups of students including those with special educational needs and/or disabilities are making at least satisfactory, and sometimes good, progress. Although the quality of teaching is improving and the majority of teaching observed during the inspection was good or better, the significant proportion of satisfactory teaching is preventing some students from making good progress and achieving their potential. Some teachers do not always pay sufficient attention to available assessment information to ensure activities are suitably matched to the individual needs of students. Staff would welcome the opportunity to share and learn from the best practice which exists in teaching, learning and assessment to aid improvement further. For example, sharing good practice examples of teacher assessment strategies.

The school's self-evaluation is honest and accurate. It clearly identifies key areas for improvement linked to the main priority – raising attainment. Senior leaders have successfully embedded a culture of improvement in the school. Close tracking of students' progress, the use of challenging targets to guide learning and the provision of professional development for teachers have raised expectations and supported improvements in teaching and learning and, subsequently, students' progress. Greater expectations have been placed on middle leaders in monitoring the quality of provision, progress and attainment within their own departments, but they do not all make a

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sufficient contribution to whole-school improvement. The school is well positioned to move forward and demonstrates satisfactory capacity for sustained improvement. A comprehensive development plan, with detailed targets for the next three years, has been designed to ensure the school makes more rapid progress in raising attainment as a National Challenge Foundation School.

Specialist sports and information and communication technology college status permeates the life of the school. It has been effectively managed to move the school forward. Consequently, facilities have improved, community links have been developed and highly productive links have been made with a number of appreciative partners. Specialist status has helped enrich the curriculum, promote motivational approaches and improve achievement.

Community links and the promotion of community cohesion are good. However, there is scope for the greater engagement of a larger proportion of parents and carers in supporting and making decisions about student well-being in the life and work of the school.

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

- Make more rapid progress in raising attainment across the school, particularly the achievement of National Challenge targets in English and mathematics at GCSE by:
  - increasing the proportion of lessons where students make good progress in their learning
  - making more effective use of assessment information to plan activities that meet the precise learning needs of all students
  - providing more opportunities for staff to share best practice in teaching, learning and assessment.
- Review the contribution of middle leaders to school improvement.
- Involve more parents and carers in the life and work of the school.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### Outcomes for individuals and groups of pupils

3

Students' overall enjoyment and achievement is satisfactory. Attainment at both key stages has improved steadily over the last four years although it remains well below the national average overall at both key stages. Although 62% of students gained five or more A\* to C grades at GCSE in 2009 only 25% gained this with English and mathematics included. The number of students achieving five A\* to G grades has improved significantly and very few students, including those following an alternative curriculum, now leave the school without a qualification. There is a widespread acceptance on behalf of the school that standards need to improve more rapidly than they have done so far, particularly in English and mathematics at GCSE level.

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A scrutiny of work, lesson observations and analysis of reliable school records show that all students are currently making at least satisfactory and sometimes good progress from their below-average starting points. Students with special educational needs and/or disabilities, including those with complex learning needs, are identified and well supported to ensure they also make satisfactory progress. The recent introduction of systematic student tracking and monitoring systems is allowing the school to identify underachieving individuals and initiate a variety of intervention strategies. For example, the school's use of gender specific teaching groups in Years 10 and 11 in English and 'study plus' groups in mathematics, have helped to raise attainment in each subject. Most students' behaviour in class and around the school is good. Poor behaviour by a very small number of students impedes learning in a few classes and reduces the enjoyment of school for other students. Attitudes and relationships are good and students willingly help each other. The house system encourages older students to support those who are younger. Students show a good understanding of how to be healthy and take regular exercise. Students say they feel safe and are confident that incidents of bullying are dealt with effectively by staff. Students make a positive contribution to the life of the school in their roles as prefects and sports captains. They are involved in a range of community activities in local primary schools and charitable activities within and beyond the school. This includes raising money to provide a library for a school in Kenya. Attendance is improving rapidly because of the strategies used by the school to reward good attendance. Effective action has been taken to reduce the number of persistent absences. Students are introduced to a range of useful teamwork, enterprise and thinking skills. These, together with the acquisition of basic qualifications in literacy, numeracy and information and communication technology help to prepare students satisfactorily for their future economic well-being. Spiritual, moral, social and cultural development are good, with particular strengths in students' moral and social development, as demonstrated by the way students work together collaboratively in pairs and teams.

*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>	4
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>

<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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<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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Good relationships between students and the adults they work with are a strength of the school. The school is clear about what constitutes effective teaching and learning. A comprehensive professional development programme is bringing about improvements. The majority of the teaching observed during the inspection was good or better and the rest was satisfactory. Good lessons were well planned and provided a range of challenging and enjoyable learning activities based on a careful analysis of previous learning. They had clear learning outcomes and were conducted at a brisk and challenging pace. When teaching lacked this focus, or students were not challenged appropriately with work matched to their needs, progress was less than it should be. While the use of assessment to support learning has developed, there are inconsistencies in its use to improve learning and ensure activities meet the needs of all students. Recognised good practice in teaching, learning and assessment by some teachers is not yet shared more widely with others.

The curriculum is kept under constant review to ensure that it meets the needs of all students. It allows them to participate, achieve success and enjoy their learning. Partnership activity is used well to provide an alternative curriculum for disaffected students and to provide increasingly popular vocational qualifications. The introduction of a skills-based curriculum in Years 7 and 8 in some subject areas is helping students to 'learn how to learn'. This is already having a positive impact on the progress students make in their learning. The school provides students with an impressive range of enrichment and educational activities beyond the normal school day. High participation rates indicate that these activities are enjoyed and appreciated. They make a valuable contribution to students' well-being.

The level of support, guidance and care provided for students is good. The way the school works with other agencies to support students with complex needs and those at risk of disaffection is exemplary.

*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>
	<b>3</b>

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

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<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?

Leaders and managers have high aspirations and demonstrate a determined drive to improve the school. The school has addressed some key areas of weakness by raising students' aspirations and its expectations of teachers. This has created a real sense of optimism and pride in the school. Middle leaders have very clear roles and responsibilities in relation to monitoring the quality of provision and student progress and attainment in their departments. Senior leaders, however, do not involve them sufficiently in decision-making and ensure that they are all equally accountable for school improvement. Rigorous systems are in place to monitor students' outcomes and lead and manage improvements to the quality of teaching and learning. The school grades the quality of teaching accurately and has already increased the proportion of satisfactory and good teaching taking place in the school. Assessment in learning is the focus of this year's planned professional development programme. Systematic self-evaluation and increasingly effective use of assessment data mean the school can identify its strengths and the areas it needs to improve. As a result the school's self-evaluation is honest and realistic. Development plans are detailed and focused on improving attainment and meeting the needs of all students. However, the pace of improvement is currently too slow, so the capacity for sustained improvement is judged to be only satisfactory. Recent changes to the governance of the school are designed to build on existing improvements in students' attainment and provide increased challenge and support to accelerate these.

Good partnerships with a range of external agencies have been used to make the school distinctive. These have had a positive impact on students' achievement and well-being. The school has a good understanding of what is required to promote community cohesion. The school communicates effectively with parents through the use of newsletters and the internet and has a positive relationship with most parents and carers. A useful parent forum exists but is not always well attended. The school consults with parents and carers on important issues, but there is scope for greater engagement in supporting and making decisions about student well-being through the newly created parent council.

The school meets all the requirements for safeguarding, child protection, health and safety and risk assessment well and has good policies and procedures in relation to equality and discrimination. It is an inclusive school where effective action is taken to meet the needs of all groups of students. The school provides satisfactory value for money.

*These are the grades for leadership and management*



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<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	2
<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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</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 and carers who responded to the inspection questionnaire were positive in their views of all aspects of the school. One parent expressed a typical view that the staff are, 'caring about the students and how well they achieve'. They regard this as a very caring, supportive and well managed school and particularly value the range of opportunities it provides and how well students are prepared for life beyond secondary school. However, a minority of parents expressed concerns about how the school deals with unacceptable behaviour and the impact this has on other students.

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

Ofsted invited all the registered parents and carers of pupils registered at Fleetwood Sports College 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 185 completed questionnaires by the end of the on-site inspection. In total, there are 931 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	33	116	51	25	11	6	3
The school keeps my child safe	70	31	128	56	17	7	4	2
The school informs me about my child's progress	63	28	117	52	28	12	6	3
My child is making enough progress at this school	56	25	122	54	26	11	7	3
The teaching is good at this school	55	24	121	53	32	14	6	3
The school helps me to support my child's learning	46	21	116	52	37	17	6	3
The school helps my child to have a healthy lifestyle	48	21	138	61	24	11	3	1
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)	57	25	125	56	14	6	3	1
The school meets my child's particular needs	55	24	124	55	30	13	4	2
The school deals effectively with unacceptable behaviour	50	22	105	47	40	18	14	6
The school takes account of my suggestions and concerns	39	17	119	53	43	19	5	2
The school is led and managed effectively	33	15	144	64	28	12	8	4
Overall, I am happy with my child's experience at this school	57	25	127	57	20	9	8	4

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.**



Thank you for the contribution you made to the recent inspection of your school. We enjoyed being at your school and talking with many of you and were impressed by your friendliness and how smart you all looked. Many of your parents completed questionnaires. This meant we were able to consider their views during the inspection. We found that your school provides you with a satisfactory education. It is working very hard to encourage you to believe in your abilities and enjoy your education. The staff are raising your attainment and continually improving the school. There are good relationships between yourselves and members of staff. You are well cared for and provided with opportunities to become prepared for life beyond school. Many of you take advantage of the opportunities provided to engage in a wide range of activities within and beyond the school, especially those connected with its specialism as a sports and information and communication technology college. Most of you behave well, enjoy your time in school and make progress in your learning, but a few of you let your school down by your poor behaviour and make school a less enjoyable experience for other students.

Whilst we judged your school to be satisfactory, we have asked the school to improve your attainment more quickly, especially in English and mathematics at GCSE. We agreed with the school that this should be done by ensuring that teachers increase the number of lessons where you are able to make good progress in your learning: making sure teachers use the information they collect on your progress to plan their lessons and that they share what they do well with each other. We have also asked the school to review the work of the subject directors and to involve more parents and carers in the life and work of the school.

Of course you can all help to continue to improve your school by behaving well, working as hard as you can to achieve your best in tests and examinations and by continuing to share your views about the school with the staff.

Thank you again for your help in this inspection and we would like to wish you all the very best in your studies and every success in the future.

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