



Attainment Sub-Committee Supplementary Agenda

Date:	Monday, 1 September 2014
Time:	6.00 pm
Venue:	Committee Room 2 - Wallasey Town Hall

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AGENDA

8. OFSTED REPORTS (Pages 1 - 36)

Reports for noting.

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St Anne's Catholic Primary School

Highfield South, Rock Ferry, Birkenhead, Merseyside, CH42 4NE

Inspection dates 15–16 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Between Years 1 and 6 pupils' progress in writing and mathematics is not consistently good across the school. As a result, pupils do not achieve as well as they could.
- Although improving, attainment in reading, writing and mathematics by the end of Year 2 and 6 is below average. Too few pupils reach the higher levels of attainment.
- Teaching is not yet consistently good. Tasks and activities are not set at the right level to challenge all pupils, including the most able, to achieve to the very best of their ability.
- Expectations of what pupils can achieve are not always high enough.
- The quality of marking varies, and does not always indicate to pupils how they can take the next steps in their learning.
- There are too few opportunities to use writing and mathematics skills in other subjects.
- Pupils have too few opportunities to produce extended pieces of written work and to practise their writing skills across the subjects.
- There are too few opportunities for pupils to use their mathematical problem-solving skills.

The school has the following strengths

- The headteacher and senior leaders have taken decisive action to ensure that the quality of teaching is continually improving.
- Key appointments in teaching and leadership have been made which have helped to raise standards and rapidly improve pupils' attendance.
- Pupils' progress is improving with more now making good progress.
- Pupils' behaviour is good. They enjoy coming to school and say they feel safe.
- The teaching of phonics (the link between letters and the sounds they make) has improved and so pupils now do well in reading.
- Teaching in the Early Years Foundation Stage has improved and, as a result, children make good progress.
- Parents and carers are very positive about the school and say that they are well informed.
- Governors know their school well and are clear about their roles and responsibilities.

Information about this inspection

- Inspectors observed 13 lessons or parts of lessons, as well as the teaching of small groups of pupils, and sessions aimed at helping pupils to learn to read. Two observations were carried out jointly with the headteacher.
- Inspectors listened to pupils read from Years 2, 3, 5, and 6, and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately in conjunction with the headteacher and deputy headteacher.
- There were too few responses to the online questionnaire, Parent View, to enable the responses to be viewed. Inspectors held informal discussions with parents at the beginning of the school day and held a meeting with 12 parents. Inspectors also took account of 29 questionnaires completed by members of staff.
- A meeting took place with a representative from the local authority and the school's improvement associate.
- A meeting was held with three governors, including the Chair of the Governing Body.
- Various school documents were examined. These included: records of the school's checks on the quality of teaching; reports to the governing body, data on pupils' progress, external evaluations of the school's work, the school's review of its own performance, development plans, records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

David Fann

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported through school action is well above the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium funding is almost twice the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- Most pupils are White British. The proportion of pupils from minority ethnic groups, or who speak English as an additional language is below the national average.
- The school meets the government's current floor standard which is the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The majority of teachers have been appointed since the previous inspection. This includes a new deputy headteacher, a family partnership worker and three newly qualified teachers. In addition to this, the school's senior leadership team and governing body have been reorganised. A number of refurbishments have taken place and the school has a new reception area and additional office space.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, and in-so-doing improve pupils' achievement, particularly in Years 1 to 6 by:
 - ensuring that expectations of what pupils can achieve are always high
 - ensuring that tasks and activities are always set at just the right level to challenge all pupils, including the most able, to achieve to the very best of their ability
 - making sure that pupils' books are consistently marked well and that teachers always indicate how pupils can take the next steps in their learning.
- Raise standards in mathematics and writing even further by:
 - providing as many opportunities as possible for pupils to use and their skills in writing, including by producing extended pieces of written work, across all subjects
 - making sure pupils apply their mathematical skills across different subjects and are given more opportunities to solve problems.

Inspection judgements

The achievement of pupils

requires improvement

- The achievement of pupils, although improving, is not yet good. Between Years 1 and 6, pupils' progress in writing and mathematics is too variable between the year groups. Standards of attainment by the end of Year 2 and 6 in reading, writing and mathematics have been below average in recent years. School data and inspection evidence shows that attainment for most pupils is now improving quickly, particularly in reading.
- Children enter Nursery with skills and abilities which are well below those expected for their age. Provision in the Early Years Foundation Stage has improved. Good teaching, care and support now ensures that children make good progress. The majority now enter Year 1 with skills and abilities which are typical for their age.
- Between Years 1 and 6, variations in the quality of teaching have not enabled pupils to make consistently good progress. Although improving, with more pupils now making good progress particularly in Years 1 and 5, pupils' progress in mathematics and writing remains uneven.
- Achievement in reading is good. In Year 6 in 2013 for example, an above average proportion of pupils made progress at more than the expected rate. The school's renewed focus on reading has really excited pupils and has introduced them to a wide range of authors and writing styles. Pupils who read to inspectors read regularly and could name a good variety of authors. Less able readers used their phonic skills well to break-down, sound-out and read unfamiliar words. Standards in reading across the school are improving quickly.
- Although achievement in writing and mathematics is also improving, it is doing so at a steadier rate than in reading. Improvements to the way pupils are taught to write is raising the quality of pupils' writing. However, achievement is sometimes held back because pupils are not given enough opportunities to use their writing skills across the various subjects they are taught or to produce longer pieces of writing. In mathematics, pupils who spoke to inspectors said that they enjoy their learning. However, pupils' work in their books reveals that they do not have enough opportunities to apply their mathematical knowledge or to solve mathematical problems.
- The achievement of different groups of pupils is improving. Meetings held each half term to review achievement ensures that any pupils or groups of pupils who may be falling behind are quickly identified and additional support put in place. This approach has been particularly effective for disabled pupils and those with special educational needs, who make good progress.
- The most able pupils are increasingly given additional tasks and activities which challenge them. However, they do not always achieve to the very best of their ability because work is still sometimes too easy. As a result, too few pupils reach the higher levels of attainment.
- In Year 6 2013, the attainment of pupils supported through the premium, including those known to be eligible for free school meals, was about two terms ahead of their classmates overall in reading, writing and mathematics and in-line with similar pupils nationally. Data from pupils currently across the school indicate that progress of eligible pupils is now speeding up. However, their attainment is, on average, approximately two terms behind that of their classmates and so their achievement requires further improvement.
- The school supports pupils from minority ethnic backgrounds well. Specialist help such as from the local authority helps to ensure pupils that speak English as an additional language do well.
- The school's efforts to promote equality of opportunity are resulting in better achievement for some groups of pupils. Even so, progress across the year groups and groups still remains too variable.

The quality of teaching

requires improvement

- Although teaching has much improved this year overtime it requires improvement.
- Expectations of what pupils can achieve are not always high enough. For example, work is not always set at the correct level to ensure that all pupils, especially the most able, make

consistently good progress.

- The quality of marking is rapidly improving and much is of good quality. However, it is not always made clear to pupils how they can take the next steps in their learning. As a result, some pupils, notably in Years 4, 5 and 6, are unable to explain precisely enough how they can improve their work in writing or mathematics.
- Teaching in the Early Years Foundation Stage is good. Children find activities in class enjoyable and interesting, such as where adults demonstrated to pupils how to make a fruit jelly for an alien in Reception. Children were fully engaged and appreciative of the nice fruity smells. This excited them about writing their instructions on how to make a jelly.
- Pupils are often involved in different tasks and use their own initiative to decide how best to complete their activities. However, at times pupils are over-reliant on help from teachers, and do not actively seek out information for themselves.
- The teaching of reading has improved well. Training provided for all staff has successfully ensured that all teachers and teaching assistants adopt a consistent approach, particularly in teaching of phonics. As a result, pupils' skills build well on what they already know and can do across the school and standards are rising quickly.
- The teaching of writing and mathematics, while improving, is not yet good. In mathematics, some pupils, such as those in Year 5, are given plenty of opportunities to apply their skills to problem solving activities. For example pupils were challenged with working out how best to map-out the coordinates of a number of shapes, including stars and pentagons, onto the large 'grid-systems' that they had chalked onto the floor in the play yard. However, pupils' problem-solving skills are not consistently well-developed across the school. Further revisions are needed to the teaching of writing and mathematics, because pupils are not given enough opportunities to use and apply their skills across the various subjects.
- There are clear expectations as to how pupils should conduct themselves in class. Most pupils fully engage with their learning, work well together in pairs and small groups, and are happy to share their work with their classmates.
- Teachers and teaching assistants work very well together. Year 3 pupils for example, were encouraged to direct a series of questions to their classmates who, in the characters of a fox, magpie and dog from their recent story, promptly answered them. Adult support and guidance was skilfully offered where and when it was most needed and ensured that pupils made good progress through the task.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils enjoy school, as evidenced by their attendance which, as a result of the work of leaders and in particular the family partnership worker, has rapidly improved. Attendance is now above average and higher than it has been for several years.
- Pupils are proud to wear their school uniform. They are polite and co-operative and very welcoming to visitors.
- Pupils like learning and playing with their friends. They regularly participate in the school's after-school clubs and say that they enjoy the quietness of the 'Peaceful Club' and Nurture Clubs at lunchtimes.
- Pupils are of the opinion that behaviour is good most of the time, as are staff and parents. Pupils know that a few of their classmates sometimes find it difficult to comply with the school's high expectations of the standards of behaviour, but are patient and understanding and treat each other respectfully.
- Sensible attitudes are displayed while moving around the school, during breaks and at lunchtimes. Lessons are rarely disrupted by poor behaviour. Teachers and all adults are well trained to identify any situations where behaviour might be less than good, and prevent it.
- The school's work to keep pupils safe and secure is good. Pupils are unanimous in their view that bullying is rare. They say that they feel safe and share any worries that they have with any

adult at any time of the day, and that they are confident that they will always be taken seriously.

- Pupils know that all forms of bullying are wrong, and know, for example, that no one should be treated differently because of the colour of their skin, where they live or 'because they are from poor countries'. They are certain that no such discrimination happens in school but say that if it did, perpetrators would 'get the red card'.
- All pupils know what cyber-bullying is. Older pupils are especially knowledgeable and know that people can get bullied 'on-line', on their phones, and when they are using hand-held games. They say that visitors who recently spoke to pupils in Year 5 and 6 warned them never to share private information with strangers on the internet.
- Pupils regularly discuss issues of trust, safety and behaviour during assemblies and 'circle time'. They say that visitors from the police and fire services help them to stay safe during Bonfire Night, and 'mischief' night at Halloween.

The leadership and management are good

- The headteacher provides good leadership to the school, and is determined to improve standards. She works exceptionally well with the deputy headteacher and has the full backing of a well motivated and highly supportive staff.
- With governors' approval, the headteacher has taken decisive action to eradicate any teaching that was not good enough, and to appoint an assistant headteacher to further strengthen the senior leadership team.
- Middle managers and subject leaders are effective in their roles. They are actively involved in improving the quality of teaching through for example, observing lessons and assessing the quality of marking. They are well trained and share the good practice they observe in other schools with their colleagues.
- Effective systems are in place for checking the performance of staff, all of whom are set targets which are directly related to raising levels of attainment. Senior leaders and governors ensure that no member of staff is put forward for promotion or awarded a pay increase unless they are helping the school to improve. Leaders know that they are yet to ensure that teaching is consistently good so that pupils between Years 1 and 6 make consistently good progress in writing and in mathematics.
- The school's self-evaluation is accurate. It identifies what the school does well, and what needs to be done in order for it to continually improve.
- The curriculum engages pupils well through its regular visits to places of interest, including museums and discovery centres. Pupils enjoy participating in a wide range of after-school activities ranging from knitting and choir to the 'Let's Get Cooking' club. Pupils' writing and mathematical skills however do not develop at a consistently good rate because opportunities to use and apply these skills across the various subjects of study are sometimes overlooked.
- The school promotes pupils spiritual, and moral, development well by providing them with many opportunities to reflect on their values and beliefs through assemblies and masses. Pupils' social and cultural development is promoted well through, for example, the opportunities they have to play string instruments.
- Pupils have a good understanding of cultural diversity through the school's work with the local authority on challenging racism and through its links with an Argentinean school.
- The school has a good relationship with parents. The overwhelming majority say that they are kept well informed about their child's progress. They are of the opinion that all aspects of the school have improved greatly this year.
- Safeguarding arrangements are good and meet current requirements.
- The local authority and the school's improvement advisor have played an active role in helping the school to improve. Their work has been especially effective in helping to improve the quality of phonics teaching and in strengthening the role of middle leaders.

■ **The governance of the school:**

- Governors have authorised a number of key appointments, all of which have had a beneficial effect on the school. The appointment of a family Pastoral worker has rapidly improved pupils' attendance. Governors are well informed by leaders. They have a good understanding of how well pupils are doing because they receive regular reports from, for example, pupil progress meetings.
- Governors are fully aware that the quality of teaching is improving. They know how weaknesses are being challenged, and how teachers' good performance is rewarded.
- Governors know that the primary school sport fund is helping teachers to deliver high quality physical education sessions and that the wide variety of clubs it funds are effectively promoting pupils' health and well-being. Governors know that pupil premium funding is well spent, and that it is helping to improve the achievement of eligible pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105088
Local authority	Wirral
Inspection number	443864

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Val Sims
Headteacher	Rachel Crisp
Date of previous school inspection	5 July 2010
Telephone number	0151 645 3682
Fax number	0151 645 0137
Email address	schooloffice@stannes.wirral.sch.uk

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St John's Catholic Junior School

Old Chester Road, Bebington, Wirral, Merseyside, CH63 7LH

Inspection dates 7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is inconsistent. There is not enough good and better teaching.
- Pupils' achievement in mathematics is not as good as it is in English. Progress has been slower than should be expected.
- The progress of some pupils with special educational needs and those supported by the pupil premium is too slow and they do not achieve as well as others in the school.

The school has the following strengths

- Pupils achieve well in English. Standards in writing have improved well.
- Pupils' behaviour is good and at times it is outstanding. Attitudes to learning are good and pupils feel safe and well cared for in school.
- Leadership and management of the school are good. There have been significant improvements in key areas of the school's work over the past year.
- Issues from the previous inspection, particularly the school's use of information and communication technology (ICT), have been dealt with very effectively.

Information about this inspection

- Inspectors observed 15 lessons and parts of lessons.
- Meetings were held with pupils, members of staff and members of the governing body.
- In addition, inspectors took account of 15 responses to Parent View.
- Inspectors observed the school's work and looked at a wide range of documentation including national assessment data and the school's own assessments, the school's self-evaluation of its work, local authority reports, curriculum information, samples of pupils work, minutes from governing body meetings and safeguarding documentation.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

Full report

Information about this school

- Almost all of the pupils are White British in this average-sized junior school.
- An above-average proportion of pupils are known to be eligible for pupil premium funding.
- The proportion of pupils supported through school action is below average.
- An average proportion of pupils receive support through school action plus or have a statement of special educational needs.
- The school works closely with adjacent infant and high schools as well as with outreach staff from Orrets Meadow special school.
- Additional care is provided before and after school.
- The school meets the current government floor standards for pupils' attainment and progress.
- The headteacher was appointed in January 2012.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better by:
 - making sure that work is closely matched to pupils' different needs and that rates of progress in lessons are checked rigorously
 - using the skills of teaching assistants more effectively to increase the pace of learning for some groups in lessons
 - raising teachers' expectations with regard to pupils' handwriting and spelling
 - marking all pupils' work to the best standards seen in the school in all classes and subjects.
- Raise achievement in mathematics by providing enough challenge, especially for more-able pupils, and by continuing to develop opportunities for all pupils to apply their skills in different ways across subjects.
- Keep a close check on the progress of all pupils known to be eligible for the pupil premium and make sure that their achievement matches that of others in the school.

Inspection judgements

The achievement of pupils

requires improvement

- Most pupils' attainment is average when they start the school in Year 3. By the end of Year 6 attainment is still average overall, as it has been for the past four years. School assessments show some recent good improvement in 2012, particularly in English results where an increased number of pupils achieved a higher level than expected nationally.
- This improvement is due to the high priority given to developing writing and the good opportunities pupils have to write for different purposes, for example in their 'learning journeys'. The quality of pupils' handwriting throughout the school, however, and the accuracy of spelling require improvement.
- Pupils currently in Year 6 generally read accurately from books that match their interests and abilities and they are clear about the kinds of books they like to read.
- Although progress has been made in mathematics, especially over the past year, it has not kept pace with English and too few pupils made more than expected progress from Year 3 to the end of Year 6. How mathematics is taught is developing and some teachers are beginning to think of imaginative ways for pupils to practise their skills, but these approaches are not embedded throughout the school.
- Pupils with special educational needs who are given additional support through school action plus make good, and sometimes excellent, progress. Teachers from Orrets Meadow Special School, who share their expertise, provide first-class support for pupils and equally effective training for teachers and teaching assistants. As a result, there is high-quality teaching for individual pupils.
- Progress is slower for pupils supported in classes by school action only. Their progress is not checked rigorously enough and sometimes less is expected of them because work is not matched well enough to what they need to learn and improve. In addition, teaching assistants' time is sometimes not used efficiently enough.
- The gap between the achievement of pupils known to be eligible for free school meals (supported by the pupil premium) and others in the school fluctuates from year to year. Some headway is being made because the school is managing the funding carefully and checking the difference it is making to pupils' progress. Nevertheless, this level of rigour is relatively recent and there is still work to be done to make sure that all pupils in that group achieve as well as others.

The quality of teaching

requires improvement

- Although teaching has improved under the headteacher's leadership and there is some good and better teaching, there are still aspects to improve in order to make it consistently good or outstanding.
- Relationships in classrooms are very good. Teachers manage pupils well and give plenty of praise and encouragement. This shows pupils that they are valued and encourages them to work hard.
- Teachers' knowledge of subjects is generally good and resources are used effectively to make learning more interesting. Particularly noteworthy is the way technology is used in lessons. Teachers use electronic whiteboards skilfully to help pupils focus on the lesson. Ipods, laptops and a wonderful working model of the solar system are other examples of technology that help to enliven lessons and improve learning.
- Where teaching is most effective teachers explain clearly what pupils will learn. No time is lost in getting them engaged in practical work and every pupil, whatever their ability, has a well-matched task to complete that helps them to make the best possible progress. They work independently and concentration levels are high because they are confident about what they are

doing. Adults in the classroom check pupils' progress continually to help them to correct mistakes and improve their work. Pupils have opportunities to think about their work and assess for themselves how well they have done.

- In some lessons groups of pupils mark time by listening to the teacher rather than being engaged in more practical learning activities with a teaching assistant. Planning for different abilities is not always sharp enough and some less able pupils in classes are not given the work they really need to help them learn better, whereas in other lessons too little is expected of more-able pupils.
- Older pupils say that they usually find teachers' marking helpful in literacy and mathematics but less so in other subjects. This reflects the inconsistent quality of marking across the school. Where it is good, pupils are shown clearly what they have done well and what they need to do next. At worst, there are no teachers' comments and some work is not marked at all.

The behaviour and safety of pupils are good

- Pupils enjoy learning and work hard in lessons. Behaviour in lessons and around the school is often exemplary. Pupils are always courteous and polite.
- Pupils' spiritual, moral, social and cultural development is good. They respect others' views and are very tolerant of their differences. They have a strong sense of what is right and wrong and have contributed to the writing of their rules for good behaviour.
- They feel safe in school and share trusting relationships with adults who, they say, take very good care of them. Pupils have a good understanding of the different forms that bullying can take and of how to keep themselves safe outside of school. They are adamant that incidents of bullying or name-calling are rare, a view backed up by the school's safeguarding records and views of parents.
- Pupils' attendance is average and most arrive in time for school. Many are encouraged to do so by the breakfast club. The additional care before and after school and the safety it provides is greatly appreciated by parents.
- Pupils contribute well to the everyday life of the school. They carry out duties such as eco-club and 'activators' conscientiously. The school council gives pupils some say in school affairs. Improvements to the school grounds and a survey to assess the healthy nature of pupils' diets are the results of some of its work.
- Overall, pupils are supported well for their move to the next stage of their education.

The leadership and management are good

- Since her appointment the headteacher has been a very significant force in driving school improvement.
- In a relatively short time, and with the strong support of the restructured leadership team, she has increased the rate of improvement and overseen positive changes in pupils' behaviour, teaching, how subjects are taught and the way in which pupils' progress is checked and information used to help them do better.
- The headteacher has successfully brought about significant improvement in the school's use of ICT since she was appointed.
- The school has worked very well with the local authority to help leaders evaluate the school's work. This has given them an accurate picture of the school and clear direction for continued improvement. Leaders' self-evaluation of the school's performance is now robust and accurate.
- Systems for managing teachers' performance are well planned and rigorously followed. New teachers are successfully introduced to school systems and expectations. Training is helping all

teachers to improve their skills. All senior leaders fulfil a crucial role in checking pupils' progress and the effectiveness of teaching. Pupils' progress is linked to teachers' performance targets, and all teachers are expected to measure up fully to the Teachers' Standards.

- Different subjects provide good learning opportunities for most pupils. A good selection of clubs after school help pupils develop their skills and foster their interests and promote pupils' personal development well. Subject leaders are beginning to plan imaginative links across subjects to heighten pupils' interest and enable them to use skills in different ways. Strong links with adjacent schools also increase pupils' learning opportunities.

■ **The governance of the school:**

- The governing body knows the school's strengths and areas for improvement well. Access to good-quality information and increased understanding of national data enable it to challenge the school effectively and hold it to account. Governors are very supportive of the school and ambitious for all of its pupils. To that end, the impact of pupil premium spending, to provide additional teaching time and resources to raise achievement, is carefully scrutinised to ensure equality of opportunity for all groups of pupils. The governing body ensures that statutory requirements relating to safeguarding are fully met. All staff have completed up-to-date, relevant training, and policies and procedures are checked regularly to make sure they remain effective.

What inspection judgements mean

School		
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School details

Unique reference number	105080
Local authority	Wirral
Inspection number	400754

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Paul Baxter
Headteacher	Elaine Mullins
Date of previous school inspection	16 March 2010
Telephone number	0151 6459615
Fax number	0151 6456673
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Saints Peter and Paul Catholic Primary School

Atherton Street, Wallasey, Merseyside, CH45 9LT

Inspection dates 11–12 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides strong leadership. He is very ambitious for the school and has high expectations of staff and pupils.
- Children in Early Years Foundation Stage make rapid progress because the quality of provision is very good.
- Pupils make good progress and achieve well throughout the school.
- By the end of Year 6, pupils' standards in English and mathematics are generally above average.
- Teaching is consistently at least good.
- The school has very effective systems for identifying pupils who are experiencing learning difficulties, and well-planned support ensures that these pupils learn well.
- Pupils' behaviour and their attitudes to learning are good. They say they feel very safe at all times.
- School leaders and governors work well together to raise pupils' achievement and improve the quality of teaching. Consequently, the school is well placed to improve further.
- The school has forged good relationships with parents who are appreciative of the good education and support the school provides.

It is not yet an outstanding school because

- The quality of teaching does not yet result in outstanding achievement. Expectations of what pupils can achieve, especially the most able, are not always high enough.
- Marking of pupils' work does not always make it clear to them what they need to do to improve.
- Pupils do not have enough opportunities to practise and improve their mathematical skills in other subjects of the curriculum.

Information about this inspection

- The inspectors observed 19 lessons or part lessons taught by 12 teachers.
- Inspectors talked with pupils and listened to some Key Stage 1 and Key Stage 2 pupils reading.
- Pupils' current work and assessments were scrutinised. Inspectors also observed pupils at lunchtime and during their break times.
- Meetings were held with senior leaders, staff and members of the governing body. A telephone conversation took place with a representative of the local authority.
- Inspectors looked closely at the school's work, including minutes of meetings of the governing body, the school's analysis of how well it is doing and its improvement plan, documents relating to behaviour and safeguarding and the school's data on pupils' progress.
- The inspectors took account of the 54 responses from parents recorded in the online questionnaire (Parent View). Inspectors also had informal conversations with groups of parents at the start of the school day.

Inspection team

Mike Hewlett, Lead inspector	Additional Inspector
Alan Parkinson	Additional Inspector
Elaine White	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- Most pupils are White British.
- The proportion of pupils who speak English as an additional language is well below average.
- Pupil mobility is close to the national average in most year groups. However, in the 2013 Year 6 group, more pupils left or joined the school midway through their primary education than is typical.
- The proportion of pupils supported by the pupil premium funding is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- In 2013, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There have been significant changes to the school since the last inspection, including a high turnover of school leaders. A new headteacher was appointed in January 2013 and two assistant headteachers were appointed on a temporary basis from September 2013.
- A breakfast and after-school club are provided by the school.
- Privately managed day-care provision is provided on-site for two to four-year-olds. This setting is subject to separate inspection arrangements.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise pupils' achievement further by:
 - ensuring that teachers always set challenging work so that all pupils, including the most able reach the highest standards
 - ensuring that there is good quality marking of pupils' work throughout the school so that all pupils are clear about how they can improve their work
 - making better links between subjects so that pupils are able to use and apply their mathematical skills in different subjects of the curriculum.

Inspection judgements

The achievement of pupils is good

- Children start school with skills that are generally typical for their age. From their different starting points, pupils make good progress throughout the school. By the end of Year 6, pupils reach standards that are generally above average in English and mathematics. This represents good achievement.
- Children make consistently good progress in the Early Years Foundation Stage due to the high-quality learning opportunities provided for them. They settle quickly and become confident learners. By the end of the Reception Year, most children attain good levels of development and some exceed this.
- Pupils continue to make good progress in Key Stage 1, and standards at the end of Year 2 were well above the national average in reading, writing and mathematics in 2013.
- Results for Year 6 pupils in 2013 were not typical. Pupils still reached standards in reading and writing that were just above average while in mathematics they were just below. However, around one third of the pupils left or joined this year group part way through their primary education.
- Checks on the work of pupils currently in the school and records of how well pupils are learning, show that the picture is much improved. The proportion of pupils in the current Year 6 group making or exceeding the expected levels of progress is above the national average in reading, writing and mathematics.
- Whilst most pupils make good progress, some could be doing even better. For example, some tasks undertaken by the most able pupils do not always stretch their thinking.
- With good support from the local authority, the school has placed additional emphasis on the teaching of reading, including phonics (the linking of letters to their sounds). Internal assessment data show that this has been successful and pupils are making better progress. For example, Year 1 pupils are now reaching above-average standards in their national screening check on their knowledge of phonics, which is an improvement on the 2013 results.
- Pupils say how much they enjoy reading and talk with enthusiasm about their favourite books and authors. Older pupils say that helping younger children with their reading has also helped them to improve their own skills. 'I have to think more carefully now about how words and sentences are built up.' was a comment made by one of the older reading buddies.
- Pupils develop good writing skills. They express their ideas eloquently and use a variety of styles. Subjects are linked well so that pupils can use their writing skills in subjects such as science or history. Fewer cross-subject links are made in mathematics. Consequently, pupils have less chance to apply their mathematical skills in a range of contexts.
- Disabled pupils, those who have special educational needs and those who are at an early stage of learning English as an additional language, do as well as other pupils because of the well-targeted extra support they are given in lessons.
- The funding for pupils eligible for support through the pupil premium has been used effectively to raise the standards they reach in English and mathematics. It has been used to provide effective support and this has successfully narrowed the gap in standards and progress between pupils known to be eligible for free school meals and other pupils in school. In 2013, the attainment gap was approximately two terms. However, as a result of the school's actions, the attainment of pupils in receipt of pupil premium funding in English and mathematics by the end of Year 6 is now similar to that of other groups not supported by the pupil premium. This demonstrates the school's successful commitment to equality of opportunity for different groups of pupils.

The quality of teaching is good

- In the Early Years Foundation Stage, adults work successfully together to provide stimulating and practical activities across the areas of learning. Children make choices for themselves, take turns and share resources fairly. Children's learning is improved because they are expected to complete tasks they have started, and most do.
- Throughout the school, teachers have good subject knowledge and explain new ideas clearly and confidently. Expectations of pupils' good behaviour are high and there are good relationships between pupils and adults. Pupils enjoy their lessons and are quick to praise their teachers who make 'learning fun'.
- Excellent learning was illustrated by some inspirational teaching that enabled pupils of different abilities to make rapid progress. An example of such learning was evident in sessions for children in the Reception Year in the progress they made in their understanding of letters and the sounds that they make.
- Questioning is used effectively to check on what pupils know and extend their understanding during the lessons. Teaching assistants are well deployed to support all pupils, especially disabled pupils and those with special educational needs. Their success can be illustrated by the improving standards that these pupils are reaching.
- Learning across the school is well-planned; activities capture pupils' interests and keep them involved. In literacy, good links between subjects mean that pupils are able to reinforce their learning and practise their skills. For example, older pupils wrote skilfully and fluently about the emotions they felt when watching a film in a history lesson about an old man's experiences of war.
- These links between subjects are less evident in mathematics. As a result, opportunities are missed for pupils to apply their understanding of mathematics in practical situations. For example, when pupils were studying historical events they did not make comparisons between events using 'timelines' or make links between the past and present in numerical terms.
- On occasions, expectations of what some pupils can achieve, particularly the most able, are not high enough. Pupils are not always challenged sufficiently because some tasks only have one outcome and are not hard enough. For example, in a Key Stage 2 class many of the most able pupils could calculate the area of circles using a formula in a written activity but they were not challenged enough to apply this knowledge in practical ways.
- Marking of pupils' work is regular and detailed. Pupils and parents value the praise and encouragement that children receive when they have completed a piece of work. In many classes, there is clear guidance on what pupils need to do to improve their work. However, this is not seen consistently in all classes across the school.
- Pupils' spiritual, moral, social and cultural development is promoted very well. A number of pupils explained that during lessons and at the end of teaching sessions, 'We often think about what we have learned and how what we have done might be affecting others. We realise how lucky we are.'

The behaviour and safety of pupils is good

- The behaviour of pupils is good. It plays an important part in their successful learning because it helps to ensure that lessons run smoothly and without interruption. In class, pupils generally listen carefully and follow instructions.
- The warm, caring atmosphere is a strong feature of the school. Parents and pupils describe the school as being like an extended family.
- Pupils show a genuine care for one another. Older ones play happily alongside their younger friends, often taking responsibility for them in their role of prefect or 'playground buddy'.
- Pupils are proud of their school, help to keep it clean and tidy and are keen to tell visitors all about its strengths. In their meetings with inspectors pupils explained how behaviour had 'improved' because 'we all know what we need to do and no-one causes trouble any more'. Most

parents agree that pupils' behaviour is good.

- Pupils have a good understanding of bullying and its different forms, including cyber-bullying. They are adamant that incidents are rare and that staff will always deal quickly with any problems that might arise. The school's behaviour log confirms this picture.
- Attendance is improving and is now above average. Parents say that attendance is good because 'the children enjoy coming to school and do not want to stay away even when they are ill'.
- The school's work to keep pupils safe and secure is good.
- The curriculum is very effective in developing pupils' understanding of potential dangers associated with roads, railways, water and the use of the internet. As a result, pupils are very aware of how to keep themselves and others safe.
- The school site is clean, safe and secure. Systems for safeguarding and child protection are robust and school leaders and the governing body ensure that all statutory responsibilities are met.

The leadership and management is good

- The headteacher's strong and effective leadership has been pivotal in stabilising the school after a period of instability in leadership.
- During the short time that he has been in post, the headteacher has identified the key areas that need to be improved and set about tackling them rigorously. For example, the slight dip in performance of Year 6 pupils seen in 2013 has been addressed and pupils in the current Year 6 class are making faster progress in all subjects.
- Morale is high and the school staff are highly positive about the changes that have been made. The headteacher is very well supported by other school leaders and the governing body who share the same high expectations for all the pupils.
- Middle leaders have an accurate overview of learning throughout the school and carry out their roles diligently.
- The management of staff performance and training provided for teachers and other adults successfully meet the whole-school priorities and individual teachers' needs. There is a secure link between the performance of teachers and their salary progression.
- Training has been given a much higher priority recently and the school has received good-quality support from the local authority in delivering specific courses. For example, there have been improvements in the progress of pupils who have special educational needs following the training provided for teachers and teaching assistants in how best to offer support for these pupils.
- Leaders' review of the school's performance is accurate and there are rigorous systems in place for gaining an impartial view of how well the school is doing. The promotion of equality of opportunity and tackling discrimination is good. The progress of individual pupils and groups is checked carefully to identify if any extra support is required.
- Leaders and governors are meticulous in ensuring that all pupils are safe and looked after well. The overwhelming majority of parents are happy with the school and speak of the school's leadership in positive terms.
- The curriculum is rich and broad, with numerous opportunities for pupils to develop their interests in music, sport and art. The additional primary sport funding is used very effectively to enhance the provision for sport by training staff and enabling pupils to take part in more tournaments.
- The breakfast and after-school clubs, which meet each day, provide good-quality care and are greatly appreciated by families.
- **The governance of the school:**
 - Governance is good and has improved since the last inspection. For example, governors hold school leaders more to account for pupils' performance than they did in the past. They have a thorough knowledge and understanding of the school's strengths and weaknesses and are

actively involved in agreeing the judgements contained in the school's document reviewing its own performance. Governors have an accurate view of the quality of the teaching, what the school data show and how leaders are going about tackling any underperformance. They know how the performance management systems are being used to reward good teaching and they manage the budget well. For example, they can explain what impact on achievement has been found following the spending of funds for pupils eligible for support through the pupil premium. The governing body ensures that safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105071
Local authority	Wirral
Inspection number	444200

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	292
Appropriate authority	The governing body
Chair	Aideen Hood
Headteacher	Michael Forber
Date of previous school inspection	22 June 2010
Telephone number	0151 6932991
Fax number	0151 6385232
Email address	schooloffice@stpeter-stpauls.wirral.sch.uk

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3 July 2014

Mrs Pat Russell
Principal
Pensby High School for Boys: A Specialist Sports College
Irby Road
Heswall
Wirral
Merseyside
CH61 6XN

Dear Mrs Russell

Serious weaknesses monitoring inspection of Pensby High School for Boys: A Specialist Sports College

Following my visit to your school on 1 and 2 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and findings of the inspection. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's most recent monitoring inspection.

The inspection was the third monitoring inspection since the school was judged as having serious weaknesses following the section 5 inspection which took place in April to May 2013. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of the serious weaknesses designation. It is my recommendation that the next inspection be a full section 5 re-inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter to the Secretary of State, the Chair of the Governing Body, the Education Funding Agency (EFA) and the Director of Children's Services for Wirral.

Yours sincerely

Ian Richardson

Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in April 2013

- Improve the overall quality of teaching, particularly in English and science, so that all students make good or better progress by:
 - sharing existing good and outstanding practice more effectively
 - making sure all teachers plan lessons with activities that stimulate and engage learners, especially those who are capable of achieving the highest levels or grades
 - checking that all teachers are using the school marking policy effectively so that students get clear information on how to improve their work and that students are encouraged to respond to teachers' comments.

- Raise achievement in English and science by: strengthening the quality of leadership in these subjects:
 - regularly checking on students' progress in these subjects to make sure targets are being met and taking swift and effective action if they are not.

- Improve students' reading and writing skills by:
 - rigorously applying the whole-school literacy policy so that students know exactly what they need to do to improve their reading and writing.

- Ensure students make good progress in all subjects in the sixth form by:
 - improving attendance
 - setting individual targets for students that will help them to aim high and make at least good progress making sure that new monitoring procedures result in rapid and sustained improvement in the quality of teaching in the sixth form.

Report on the third monitoring inspection on 1 and 2 July 2014

Evidence

The inspector met with senior leaders, a group of four middle leaders and a group of three teachers. In addition, he held interviews with three groups of students from Year 7, 10 and 12. The inspector met with the Chair of the Governing Body and one other governor and, in a separate meeting, held discussions with the local authority's senior manager for school improvement. The inspector checked the single central record, which records employment suitability checks carried out by the school, and carried out a series of short observations of lessons to look at students' attitudes to learning. He also carried out a work scrutiny to identify the quality of marking and feedback to students. The focus for the inspection was the points for improvement on the Ofsted report from April to May 2013.

Context

There have been no changes in the senior leadership team and only one member of teaching staff has left the school since the previous monitoring inspection. There have been changes of role among middle leaders in the school and appointments made for lead practitioners in mathematics and English.

The quality of leadership in and management of the school

Senior leaders continue to lead change effectively through adherence to the improvement plan created after the inspection in May 2013. Having settled on systems that bring about a consistent view of progress, they are implemented very effectively and the outcome measures are well communicated to staff. Interviews with middle leaders and other teachers show that the culture of rigorous monitoring now permeates all levels of staff in the school. Staff spoke positively of the appointment of a data manager whose work underpins the implementation of monitoring by senior leaders and middle leaders. In interview, middle leaders described how much they are helped, yet held to account, by the half-termly publication of data dashboards for all classes in Key Stage 4 and for all subjects.

These data dashboards compare performance against targets and form the basis of accountability meetings that follow each of the monitoring points for which dashboards are produced. The accountability meetings are thorough and challenging. They are attended by the Principal, senior leader line-manager, area team or subject leader and a governor, either the Chair or the link governor. In the sixth form, performance is interrogated by using A level, AS level and BTEC Level 3 value added reports. These value added reports serve the same purpose as the data dashboards. At these points area leaders are challenged to describe what they are doing about any area of underperformance and what impact they are having. Each teacher now has a data dashboard for each class they teach and they are required to discuss the performance with the area team leader or subject leader. More robust tracking of Key Stage 3 performance is being developed.

Another main focus of the improvement continues to be the improvement of teaching and learning. This is being brought about by a range of initiatives. A pedagogy group made up of voluntary teacher members continues to meet monthly. Faculty leaders have carried out joint lesson observations with senior leaders and this has promoted the identification of outstanding teaching. Teachers whose teaching is judged to require improvement are helped to improve by an assistant headteacher and the teaching and learning coordinator. Within faculties, stronger teachers are paired with those whose teaching is not yet outstanding to bring about improvement. Governors have recognised that students' behaviour and their attitudes to learning are better as a result of improvements in teaching.

Training for the whole staff has focused on engagement, challenge, differentiation and marking. Over the last year there have been frequent marking reviews. Marking has been checked as part of all work scrutinies and lesson observations. As a consequence of work scrutiny carried out by senior leaders, all staff have received feedback and heads of subject and area team leaders have been given feedback to enable them to hold individual staff to account. Staff are now marking more often and regularly. Students describe marking and the feedback they receive from teachers as good or outstanding.

Leadership of subject areas has been strengthened and made more accountable. Area team leaders have been given training opportunities relevant to their role and feel well supported by allocated senior leaders as their line managers. To quote one curriculum leader 'We now have the tools to do the job'. An executive head of science has been appointed, and posts of responsibility in science are being reviewed in September 2014 having been set specific targets for improvement in standards of teaching and learning. A teaching and learning specialist has been appointed in science. A new head of English has been appointed for September and a lead practitioner for English has been appointed. In mathematics, a lead practitioner has been appointed.

The governing body has brought about improvements in its own practice. Governors participate in the half-termly monitoring meetings and the way they consider data have become more forensic. They support the way monitoring of performance is carried out across the year groups. They recognise the move to using data that are realistic and comment, for example, how the use of A level, AS level and BTEC Level 3 value added reports in the sixth form has raised teachers' and students' aspirations. The governing body expresses approval of the changes in staffing and such appointments as those of lead practitioners in English and mathematics. The link governor system has been strengthened and their attendance at monitoring meetings is seen as improving the challenge they can offer to the school. The governing body endorses also the sharper focus on improving behaviour and a greater intolerance of poor behaviour. The governing body is more confident in its role of support and challenge.

Strengths in the school's approaches to securing improvement:

- During the last year there have been local authority led monitoring events and reports on science, English, literacy and mathematics in collaboration with the school's senior leaders. In addition, science has received a monitoring review led by the senior leaders.
- In English, students' performance at the latest monitoring point against the expected grades has shown significant increases. Current tracking data show Key Stage 3 students to be on target or to be making good progress in English and mathematics.
- The good rigour of data collection has been matched by the analysis and display of performance data, such as in the progress charts. It is now possible to track in detail the performance of individual students.
- Self-evaluation procedures are thorough and encompass the wide range of relevant data. The senior leaders' self-assessment grades are cautious and acknowledge that the predicted upturn in performance needs to be confirmed by the outcomes of national examinations.
- In the sixth form, the performance data gathered at recent monitoring points show an improvement on the outcomes from 2013. This is true of A level and of BTEC where the proportion of distinction grades has increased and there are fewer pass grades with no fails expected.
- Senior leaders' lesson observations show an increased proportion of good or better lessons in the sixth form. Throughout the year so far, 66% of the teaching has been observed to be good or better. Many sixth form teachers have been involved in training to improve teaching and learning.
- Attendance in the sixth form has risen significantly since the inspection and now stands at around 92% for Year 12 during the period September 2013 to June 2014. The registration system is now improved to overcome some of the inaccuracies previously experienced.
- The local authority has contributed to improvements in literacy by funding the appointment of a literacy lead teacher. This appointment has been extended to a second year because of the positive impact it is having.

- The local authority carried out a review of literacy across the curriculum. It reported clear systems and processes having been established. Literacy support posters are displayed in all classrooms and the lead literacy teacher is coaching teachers to develop their capacity in literacy.
- In interview, students described little in the school as less than good. They expressed most disappointment in the behaviour of some students, although they made it clear it was confined to a minority.
- Students were able to describe improvements in the school since the inspection. These include improved behaviour and better changeover between lessons, which have improved punctuality.

External support

The local authority continues to work closely with the senior leaders in the school. It has funded the appointment of a lead literacy teacher and will fund the post into a second year because of the positive impact it is having. The local authority has funded training for improvement of teaching and learning and training for the use and analysis of A level, AS level and BTEC Level 3 value added reports for the sixth form. Its officers have continued to support the school through holding school causing concern meetings on a half-termly basis. Officers of the local authority have contributed to reviewing the school's action plan and rating the progress made against it. They have led subject reviews in collaboration with senior leaders in science, English, mathematics and literacy. The local authority's senior manager in school improvement recognises the significant improvement in the school's analysis and use of data in holding middle leaders and teachers to account. The school collaborates with other schools in the area and has used external consultants in a range of ways, mainly focused on improving teaching and learning.