

# Siddal Moor Sports College

## Inspection report

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<b>Unique Reference Number</b>	105834
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	377309
<b>Inspection dates</b>	25–26 April 2012
<b>Lead inspector</b>	John Coleman 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>	1,045
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Walker
<b>Headteacher</b>	Steve Britton
<b>Date of previous school inspection</b>	7 November 2007
<b>School address</b>	Newhouse Road Heywood OL10 2NT
<b>Telephone number</b>	01706 369436
<b>Fax number</b>	01706 620830
<b>Email address</b>	office@siddalmoor.rochdale.sch.uk

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## Introduction

### Inspection team

John Coleman

Peter McKay

Peter Mather

Andrew Henderson

Her Majesty's Inspector

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 34 lessons taught by 33 different teachers. Meetings were held with members of the governing body, senior staff, heads of department and several groups of students. Inspectors observed the school's work, and looked at a range of school documentation including data showing students' attainment and progress, policies, the minutes of governing body meetings, reports from the local authority consultant, safeguarding records and students' work. Inspectors took account of the responses to the on-line (Parent View) survey in planning the inspection and questionnaires were scrutinised from a sample of 262 students, 78 staff and from 202 parents and carers.

## Information about the school

Siddal Moor Sports College is a larger than average-sized secondary school. The proportion of students known to be eligible for free school meals is above the national average. An overwhelming majority of students is of White British heritage. A lower than average proportion of students speaks English as an additional language. The percentage of disabled students and those who have special educational needs supported at School Action is below average. The percentage of students who are supported at School Action Plus or those with a statement of special educational needs, is above average. The school has achieved several nationally-recognised awards including Sportsmark and has achieved Healthy School status. The school meets the current floor standard which sets the minimum standards expected by the government.

Since the previous inspection, a new headteacher has been appointed. There has been some restructuring of senior leader posts. Extensive building work has been completed under the government's Building Schools for the Future scheme. Due to the closure of a neighbouring school, as part of local authority restructuring, Siddal Moor admitted significant numbers of extra students into Key Stage 4 in September 2010. This also resulted in several new staff appointments.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. While it is improving, it is not judged as good because the quality of teaching is not consistently good enough to ensure that students make better than satisfactory progress. From starting points which are broadly average over time, students make average rates of progress to reach similar levels of attainment to those found nationally. Overall, this represents satisfactory achievement. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- The quality of teaching is satisfactory and improving. This is due to increasingly effective monitoring by senior and middle leaders and well-targeted staff training and development. There is no inadequate teaching. Most teaching is satisfactory or good. A small but increasing amount of teaching is outstanding.
- Behaviour and safety are good. This is the result of consistent expectations from staff and clear direction from school leaders. Siddal Moor is an inclusive school as shown by the successful reintegration of previously excluded students from other schools, improving rates of attendance and low levels of exclusions. Students say they feel safe in school. They find that staff are approachable and say that students' welfare is at the heart of the school's work.
- Leadership and management are satisfactory. Leaders in the school have successfully steered the school through a period of substantial transition. Monitoring of the school's performance is regularly completed, but the use of assessment to track students' progress is under-developed and leads to some inaccuracies in the school's evaluation of its performance. While there was a dip in students' achievement in 2011, recent information shows sharp and significant improvement in the quality of teaching and the achievement of students. The capacity of leaders to improve the school is reflected by this and also in the good provision for students' welfare, health and safety. Overall, curriculum provision suitably meets students' needs but few opportunities exist

to develop students' knowledge and understanding of other cultures. All safeguarding requirements are met.

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

- Improve the consistency of good quality teaching by:
  - ensuring that teachers make more effective use of the records of students' prior learning to inform their lesson plans fully
  - raising the level of challenge in lessons for all groups of students
  - reducing the time taken in lessons to introduce and explain the initial activity
  - improving the skills of teachers to assess students' understanding in lessons continually in order to evaluate their on-going progress and to extend their learning.
  
- Improve the rigour of school evaluation by:
  - embedding fully the school's tracking system for students' progress
  - ensuring that the progress of all student groups is systematically evaluated throughout the school year
  - improving leaders' use of students' progress tracking to ensure that evaluations of students' achievement take this into account fully
  - rigorously aligning the outcomes of leaders' monitoring of the quality of teaching alongside the outcomes of tracking students' progress
  - ensuring that the governing body is able to challenge leaders' actions more sharply through better information about the rates of students' progress.
  
- Improve the provision for students' cultural development by:
  - providing more opportunities for students to learn about contrasting communities in the United Kingdom and overseas.

## Main Report

### Achievement of pupils

Students enter the school with average levels of skills and knowledge. This fluctuates a little across year groups. Students make satisfactory and improving rates of progress dependant upon the quality of teaching. This varies in different subjects. For example, due to mainly good teaching in the mathematics department, students show much higher rates of progress this year. This was shown in a lesson seen by inspectors where students learned quickly about the mean, median and mode because of the skilful questioning of the teacher who insisted that students gave clear explanations. In the majority of lessons, students behave well and most show good levels of concentration. This makes an effective contribution to their learning and helps ensure that most lessons proceed with little disruption. Students' questionnaires show a vast majority who are happy to come to school and believe they learn a lot in lessons. Similar proportions think that the teaching they receive is good. Parents' and carers' questionnaires are even more positive, with almost all

responses stating that they think their child is making good progress and is taught well. School records, external examination results and observations by inspectors show that students make satisfactory, but improving progress.

Overall, the gaps between the progress made by different groups of students and similar groups nationally is closing. However, some groups of students make more progress than others. For example, in mathematics, students with lower prior attainment and those with a statement of special educational needs make better progress than all students. Similarly, in English, students with a statement of special educational needs make a higher rate of progress than other student groups. This is due to the effectiveness of additional support provided by the school. The school is implementing a range of strategies to improve the provision for students' literacy and reading development. This is at an early stage and it is too soon to judge its effectiveness. Students make satisfactory progress in developing reading and language skills. Year by year, the attainment reached by students is variable, such as seen in the above average percentage of students reaching GCSE grade A\*-C in biology, chemistry and physics in 2011. These commendable results were not replicated in most other subjects and the current school assessment of progress in 2012 for separate sciences is not as strong. Percentages of students gaining GCSE A\*-C in English and mathematics which were broadly average in 2010 and below average in 2011, are on track to gain results in line with national expectations this year. Taken overall, students' attainment is broadly average.

### **Quality of teaching**

The quality of teaching seen during the inspection was mostly good or satisfactory. A small amount of outstanding teaching was seen. Monitoring records from school leaders, external consultants and local authority officers show an improving profile of teaching over time. Parents' and carers' questionnaires are overwhelmingly of the view that students are taught well, though a significant percentage thinks that lessons are sometimes disrupted by bad behaviour. Students' questionnaires are also very positive about learning in lessons, but are similarly concerned about behaviour in some lessons. Discussions with students show that behaviour is much improved. Inspectors judge that lessons are largely uninterrupted by behavioural incidents and that leaders have successfully eradicated any previously unacceptable behaviour. Consequently, students are gaining more from their lessons and, helped by the improving quality of teaching, rates of progress in learning are strongly improving. The quality of teaching, support and guidance for disabled students and those who have special educational needs is good and leads to this group making mostly good progress. However, the amount of teaching which is consistently good for all students is not yet high enough to ensure that overall, most students make better than satisfactory progress.

There are several areas of developing strength in the quality of teaching. All teachers are carefully prepared for lessons. Teachers' plans show clear and consistent use of the school's format which includes outlines of the objectives for students' learning. Teachers have secure and good knowledge of the subjects they teach. Many teachers are enthusiastic and energetic in the way they deliver lessons which motivates students and engages their interest. In the best lessons, teachers skilfully combine instruction and explanation with opportunities for students to learn through

investigation and discussion. For example, in an outstanding music lesson, the teacher acted mostly as a facilitator of students' performance as they sang, played instruments and recorded their work. Effective questioning skills by the teacher helped ensure that students gained a full understanding by the end of the lesson. Relationships between staff and students are good and this encourages mostly positive attitudes to learning. Overall, teaching makes an effective contribution to students' spiritual, moral, social and cultural development.

Variations in the quality of some areas of teaching explain why not enough is consistently good. In some lessons, too much time is taken to introduce and explain the activity and as a result the pace of learning slows. In these mainly satisfactory lessons, some students lose interest and wander off the task. A lack of on-going checks, in some lessons, to ensure students' understanding, sometimes leads to students stalling in the pace of their learning. Although teachers' plans are carefully prepared, few make sufficient use of the assessments of students' prior attainment to inform the different levels of challenge needed for each group of students. Consequently, in some lessons, insufficient progress is expected of some students, with work being set which at the same level of difficulty for all.

### **Behaviour and safety of pupils**

In lessons and around the school, students' behaviour is good. Students are welcoming to visitors and show courteous manners. Supervision from staff is visible and vigilant. As a result, the school is an orderly community and students say they feel safe and the vast majority is happy to come to school. The outcomes of leaders' actions to improve behaviour are clearly seen in the low number of exclusions and the sharply improving rate of attendance. Additionally, the restructuring of the start of the school day has successfully and significantly improved students' punctuality. The school embraces students who have found it difficult to engage in education. Several students have successfully transferred into Siddal Moor and are showing improved attendance and progress in their studies.

The views of students who returned the questionnaire show some concerns about behaviour, but were very confident that any incidents of bullying in its different forms are dealt with well. Students who spoke with inspectors were much more confident that behaviour is generally good and much improved. The vast majority of parents' and carers' questionnaires agreed that there is a good standard of behaviour. Inspectors recognise that during the period of instability caused by the building work and additional new students, behaviour was less than good for a while. However, taken over time, and currently, students behave well.

Leaders ensure that procedures for the welfare, health and safety of students are good. Risk assessments are undertaken carefully for the premises, trips and visits. Registration and evacuation procedures are appropriate. Staff receive suitable training for child protection requirements and first aid.

## Leadership and management

The headteacher provides a clear direction for the school's improvement. He has built an increasingly effective senior team who share and support his ambition for the school. Senior leaders and the governing body have effectively steered the school through a period of significant turbulence, brought about by extensive building work and the transition of many additional older students. While the impact of this clearly affected students' behaviour and progress for a short time, this was effectively managed and quickly improved. The school is now back on track, behaviour is good, teaching is improving and standards are rising. This demonstrates leaders' capacity to improve the school.

The regularity and rigour of monitoring has improved at all levels. The outcomes of this are used well to target staff development and training and this is effectively improving the quality of teaching. Middle and senior leaders undertake lesson observations, scrutinise students' work and gather students' views. Reports are produced to inform senior leaders. The governing body receives written reports from the headteacher and other leaders and also receives face-to-face feedback from heads of department through its curriculum committee arrangements. The school's tracking system to monitor the progress of students is at an early stage of development. While the annual outcomes for students are thoroughly evaluated, the on-going analysis of progress for student groups is embryonic. Consequently, evaluations of students' achievements and of the quality of teaching are not rigorously aligned with the amount of progress students make. This leads to some overgenerous views of the school's performance. Further, this leads to action plans which do not include with sufficient regularity, measurable means of sharply checking the success of leaders' initiatives to improve students' progress and raise standards.

The governing body has a suitable range of procedures, processes and an effective committee structure. It provides a good level of support. Satisfactory challenge is made to school leaders, but is limited because of the lack of attention to assessments of students' on-going progress. Safeguarding arrangements and all statutory requirements are met. Students' behaviour and safety are a strength of the school's provision due to the consistent application of policies and procedures by all staff. The suitably broad and balanced curriculum is extended by a good range of extra-curricular activities. The school is developing its curriculum provision to promote students' literacy and communication skills across all subjects. The school's sports specialism makes an effective contribution to students' learning and to their spiritual, moral and social development. Provision for students' cultural development lacks sufficient opportunities for students to learn about contrasting cultures and communities in the United Kingdom and overseas. Curriculum choices and pathways are well-matched to students' future employment or training needs. Achievement is improving, and any historical gaps between the progress of different groups of students are closing, thus ensuring an equality of opportunity for all.

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	The regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor Standards	The national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



27 April 2012

Dear Students

### **Inspection of Siddal Moor Sports College, Heywood, OL10 2NT**

Thank you for welcoming the inspection team into your school when we visited you recently. We would like to share with you what we found out about your school. We judged that the overall effectiveness of Siddal Moor Sports College is satisfactory. These are the main reasons why we judged the school to be satisfactory and improving.

- Leaders successfully guided the school through a difficult period. They make sure that students feel safe and have improved rates of attendance and punctuality.
- Students' behaviour and safety are good.
- Teaching is satisfactory and improving. It is leading to students making improved amounts of progress.
- Leadership and management are satisfactory and improving. After a period of instability, and a dip in the standards of behaviour and progress in lessons, most students make average progress and reach average levels of attainment. This represents satisfactory achievement.

All schools need to develop and improve. We have asked that the headteacher and staff improve the quality of teaching so that more of it is good. Also, we have asked that school leaders make better use of the tracking of your rates of progress so that they can target more improvements for the school. Additionally, we have asked that students are given more opportunities to learn about other cultures. Due to the fact that the school is judged as satisfactory, the school may receive a monitoring visit from an Ofsted inspector in the near future to check on how the school is improving.

Thank you once again for all your help. We wish you well in the future.

Yours sincerely,  
John Coleman  
Her Majesty's Inspector

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