

North Chadderton School

Chadderton Hall Road, Chadderton, Oldham, OL9 0BN

Inspection dates 17–18 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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’s ambition for the school has successfully focused everyone’s attention on improving achievement.
- Key Stage 4 students have achieved above average results for the last two years.
- The sixth form is good and results are improving.
- All students are clear about their targets for improvement because their progress is checked rigorously.
- Teaching is good because a successful training programme for teachers has resulted in teachers planning activities that interest most students.
- Relationships in the school are good.
- Students’ behaviour is good and the majority are keen to learn.
- Attendance is above average.
- The governing body makes sure that all leaders are held to account for how well students are doing.

It is not yet an outstanding school because

- The most-able students are not achieving the highest grades at Key Stage 4 because there is not enough outstanding teaching to stretch them.
- Students do not find things out for themselves often enough.
- Reading skills are not developed across all subjects.
- School leaders and governors are not clear about the impact that additional funding is having on achievement.

Information about this inspection

- Inspectors observed learning and teaching in 58 lessons or part-lessons, taught by 57 teachers. Three of these lessons were jointly observed with school leaders. One assembly was seen and observations of short parts of lessons were carried out.
- Meetings were held with small groups of students from each year group. Discussions took place with the Chair of the Governing Body, the school achievement advisor, members of the senior leadership team, subject leaders and a range of staff.
- Inspectors received and took account of 43 responses to the parent on-line questionnaire (Parent View) and 33 staff questionnaire returns.
- Inspectors observed the school's work and looked at student progress and attainment information, students' work, school improvement planning and the school's analysis of how well it is doing. Inspectors also examined documentation on teacher performance, the minutes of governing body meetings, external school reviews and safeguarding and attendance data.

Inspection team

Liz Talmadge, Lead inspector	Additional Inspector
Richard Masterton	Additional Inspector
Jean Whalley	Additional Inspector
Janet Bates	Additional Inspector
Lisa Fraser	Additional Inspector

Full report

Information about this school

- North Chadderton School is a larger than average-sized secondary school with a sixth form.
- The headteacher has been appointed since the last inspection of the school.
- Approximately three quarters of students are of White British heritage and many of the remainder are of Bangladeshi heritage.
- The number of students who speak English as an additional language is above average and has increased over time.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals or with a parent serving in the armed forces, is below average but it is growing.
- The proportion of disabled students and those with special educational needs supported through school action is below average. The proportion of students supported at school action plus or with a statement of special educational needs is also below average.
- The school has a specialism in business and enterprise.
- The school meets current government floor standards, which set the minimum expectations for students' attainment and progress.
- The school is in the process of being rebuilt. A new main building has been completed but there is still extensive refurbishment work taking place to a series of outbuildings.
- A very small number of Year 11 students access alternative provision at Oldham College for work-related courses.

What does the school need to do to improve further?

- Improve teaching so that more of it is outstanding by making sure that all teachers:
 - set activities at the right level for all students, particularly the most able
 - allow more time for students to find things out for themselves, in pairs and in small groups, so that they can explore ideas and topics in more depth, share ideas with each other and express their views and opinions confidently
 - help students to develop a range of reading skills in all subjects so that they are better equipped to learn on their own
 - share best practice that already takes place in the school.
- Make sure that school leaders and governors are fully aware about how effectively pupil premium spending raises standards for eligible students.

Inspection judgements

The achievement of pupils is good

- Achievement has improved rapidly over the last two years. The school manages achievement information exceptionally well to identify and support any student who may be falling behind. This has led to an above-average proportion of students achieving five A*-C GCSE grades at the end of Key Stage 4, although too few achieve the highest GCSE grades.
- In previous years the school has entered many students early for GCSE examinations in Years 9 and 10. This is partly why too few students achieve the higher grades and why the lower numbers of GCSE passes were achieved in some subjects. This practice has now changed.
- Most students join the school with broadly average standards and they make good progress in most subjects including English and mathematics. Progress is not so strong in geography and modern foreign languages.
- Many of those students known to be entitled to receive the pupil premium are closing the gap in achievement by the time they reach the end of Year 11 because the school is investing in additional support for them. Performance information shows that students known to be entitled to free school meals do not do as well as the others and that this gap in attainment is closing.
- Disabled students and those who have special educational needs receive a wide range of individual support. The school sets demanding targets for them and they do as well as other students by the time they reach the end of Key Stage 4.
- Achievement in the sixth form is broadly average and reflects a below average proportion of the most-able students beginning AS and A2 level courses.
- In previous years schools have worked together to offer sixth-form teaching. The school now provides all the sixth-form teaching for North Chadderton students and the 2012 AS level results have improved as a result of this.
- Most students complete their sixth form courses and the majority go on higher education courses or vocational training courses. The few students who undertake work-related courses at Oldham College achieve well.

The quality of teaching is good

- Teaching is good because the school has invested heavily in training teachers.
- Students enjoy lessons where the teacher clearly links new learning to previous learning and where this is carefully structured in a step-by-step way.
- Teachers have good subject knowledge, aim high and use questioning to help students develop their ideas and understanding. In the most effective lessons teachers show students what is expected. In a Year 9 art lesson for example, the teacher demonstrated the drawing skills students needed to use. This resulted in students feeling confident about what they had to do.
- Teachers manage their classes well but this sometimes means that students, particularly the most able, do not always have the chance to find things out for themselves and tackle open-

ended and demanding tasks that make them think more deeply about what they are learning..

- In the sixth form there is some good teaching, particularly in business studies, but in other subjects students do not share their ideas enough and the work is not always sufficiently demanding for them.
- Good teaching encourages the use of literacy skills, helping students to use language that is appropriate for different subjects. However, not enough attention is given to developing students' reading skills to help them access a wider range of subjects.
- Teachers use a variety of ways of judging the quality of students' learning. There is a clear procedure in place for marking and giving feedback to students but not all teachers use this consistently. This results in some students not fully understanding how to improve their work.
- Teachers use technology well to interest and engage students in their learning, for example through using a device that enables the whole class to see how to carry out some tasks, or to share some good examples of students' work.

The behaviour and safety of pupils are good

- A positive ethos in the school means that students behave well and understand what is expected of them. Students are able to describe the sense of 'team spirit' that has been evident since the arrival of the current headteacher and they take pride in being North Chadderton students. Attendance is above average, reflecting students' enjoyment of school.
- Exclusion rates are low. The few students who attend alternative provision at Oldham College benefit from learning practical skills and this has a positive effect on their behaviour. Incident logs show that the way the school manages behaviour is robust.
- Behaviour in lessons is good and occasionally better when students are excited by outstanding teaching. Students get on well and are keen to learn. Low-level disruption is rare. However, when teaching is dull or lacks interest some students can become passive and disengaged.
- Students and their parents say that the school is a safe place. Students are polite and helpful and are well informed about keeping safe in practical lessons, when using the internet and when moving around the school site. Bullying is rare and students are confident that it is dealt with effectively if it does occur. Students know all about the different forms that bullying can take and most students say they would report a bullying incident if they saw it.
- Relationships between students and between students and staff are good. Students feel that they are well known and cared for. The school is a harmonious place where discrimination in the words of one student, 'doesn't happen'.

The leadership and management are good

- The headteacher gives strong and focused leadership. Together with her senior team she has brought about rapid and sustained improvement to the work of the school and to the achievement of students.
- Systems for measuring how well students are doing are very effective and have a significant

impact on the achievement of students in Key Stage 4. Leaders set rigorous targets for teachers to improve their practice and offer them high quality training. This is having a good impact on the quality of teaching in the school. Teachers now have to meet their performance management targets before they can move up the pay scales.

- The way subjects and topics are taught in Key Stages 3 and 4 appeals to students and develops their social, moral and cultural education well. Their spiritual awareness is mainly promoted through assemblies. At Key Stage 4 the school promotes the English Bacculaureate. The opportunity to study a wide range of subjects makes learning in the sixth form attractive to those 'staying on' and ensures that the majority of students complete their courses.
- The priorities for the school's improvement are clearly understood by all staff because they have common goals and are fully involved in drawing up plans.
- Safeguarding meets requirements and arrangements for child protection are very well managed.
- Pupil premium funding is targeted to provide additional teaching, support and intervention for eligible pupils and this helps them to reach higher standards.
- The school fosters good relationships with parents and keeps them up to date with their children's progress. Leaders make sure that all students are treated equally and that discrimination in any form is not tolerated.
- Support for the school has been bought in from a consultant because the local authority offers very little school improvement support.
- The school is in a strong position to improve further. Staff and students are enthusiastic about the way things are going and the leadership team have the capacity to take the school from strength to strength.
- **The governance of the school:**
 - The governing body is fully committed to the success of the school and governors have undertaken extensive training to make sure they work effectively. Governors understand about the quality of teaching and how well the school is doing compared with all schools nationally. The governing body holds school leaders to account for improving student achievement. Governors are fully involved in managing the performance of staff and make sure that pay rises are linked to pupils' performance. Governors know how the pupil premium is spent but they are less clear about the impact it is having on how well students are doing

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	105737
Local authority	Oldham
Inspection number	400796

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11-18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1483
Of which, number on roll in sixth form	200
Appropriate authority	The governing body
Chair	Garvin Crabtree
Headteacher	Joy Clark
Date of previous school inspection	26 May 2010
Telephone number	0161 6249939
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