

# The Deanery Church of England High School and Sixth Form College

Frog Lane, Wigan, Lancashire, WN1 1 HQ

**Inspection dates** 23–24 April 2013

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

## Summary of key findings for parents and pupils

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

- There is not enough good teaching. Students are not always given work which challenges them to do their best and teachers' marking sometimes does not show them how to improve their work.
- Achievement requires improvement because it varies too much, particularly in English.
- Although students' progress and results are starting to improve, the sixth form requires improvement.
- Actions arising from checks made by leaders have not secured improvement in students' achievement and rates of progress in all subjects. Consequently, some students are not doing as well as they should.
- Although leaders have made improvements in teaching, they do not check closely enough that all teachers know how to improve their teaching or that these improvements have been made.

### The school has the following strengths

- Leaders and managers, including the governing body, have successfully improved teaching and achievement in some subjects, particularly mathematics.
- GCSE results in 2012 were better than those in 2011.
- Achievement in mathematics, design and technology, religious education and physical education is good.
- Behaviour is good. Students are polite and friendly. They say that they feel safe in school.
- Students' spiritual, moral, social and cultural development is good. The school promotes this well and takes good care of its students.

## Information about this inspection

- Inspectors observed 56 lessons, of which 10 were joint observations with senior staff.
- Inspectors examined detailed information on students' performance for the school year 2011/12 and information provided by the school on current learning and progress. They also looked at work in students' books and folders.
- Meetings were held with members of the governing body, staff and groups of students. Inspectors held a telephone conversation with a representative of the local authority.
- Inspectors took into account 49 responses to the online questionnaire (Parent View) and considered the results of the school's own recent survey of parents' views.
- The inspection team observed the school's work, examined minutes of governing body meetings and considered the school's own and external evaluations of its work.
- Records relating to attendance and behaviour, information on the quality of teaching and the setting of targets for teachers were also scrutinised.

## Inspection team

Liz Godman, Lead inspector

Additional Inspector

Wendy Bradford

Additional Inspector

Fiona Burke-Jackson

Additional Inspector

Clive Hurren

Additional Inspector

Fiona McNally

Additional Inspector

## Full report

### Information about this school

- This school is larger than most secondary schools.
- The proportion of students known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children looked after by the local authority and the children of military personnel) is below average.
- The proportion of students supported at school action is below average.
- The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- Most students are of White British heritage.
- A small number of students attend off-site provision, run by Wigan and Leigh College, for one day per week to follow courses in construction or motor vehicle maintenance. Another very small group attends Rathbone (a voluntary organisation providing opportunities for young people) for two or three days a week to follow a life and living skills course.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

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

- Improve the proportion of good teaching by:
  - making sure that all teachers are clear about the steps necessary to improve the quality of teaching and students' progress
  - ensuring that all teachers plan challenging lessons that are suited to the abilities of all students in the class
  - providing interesting activities and questioning students more closely so that all students contribute fully to lessons
  - making careful checks in lessons and applying the whole-school marking policy rigorously so that students know how to improve their work.
- Improve the achievement of students of all ages, including in the sixth form, and particularly in English, by:
  - making closer checks on students' progress in lessons and over time
  - using this information to act swiftly to increase the rate of progress of students who are not doing as well as they should.
- Improve the checks made by leaders and managers on the quality of teaching by:
  - making sure that all subject leaders and teachers have an accurate understanding of the features of good teaching
  - ensuring that rigorous and regular checks are made on the quality of teaching
  - checking that teachers have made the required improvements to their teaching.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because there is too much variation between subjects.
- In GCSE examinations taken in 2012, students attained well in some subjects, including mathematics, science, design and technology and physical education. The proportion of students who gained five A\* to C grades, including English and mathematics, was above the national average. There is no evidence that students' performance has been affected by early entry for GCSE examinations, for example in mathematics.
- The improvements in 2012 are the result of steps taken by the school, following the 2011 results, to improve students' achievement. This proved highly effective in mathematics in 2012 and resulted in a good proportion of students making expected or better progress. However, the progress of the same students remained below average in English.
- Students in the current Years 8 to 11 joined the school with above average skills in English and mathematics, although the attainment on entry of the current Year 7 was slightly lower.
- Irrespective of their starting points, students' progress through the school varies from subject to subject, but is good in mathematics, design and technology, religious education and physical education. However, there are too many students who are not making the progress they should in English. The school is working to achieve greater equality of opportunity.
- The school has introduced improved systems to track students' progress, some of which are at an early stage of implementation. Consequently, there has been insufficient time for the information to be used fully in order to improve the progress of those who are not doing as well as they should. Some teachers make helpful checks on students' progress during lessons, but this does not occur in all classes, so that students' mistakes persist.
- Some lessons help students to improve their skills in reading, writing and mathematics. For example, in a Year 7 science lesson the teacher included activities to develop these skills. Many students read fluently and present written work of high quality, but others show less pride in the content and presentation of their work.
- The progress of disabled students and those with special educational needs also varies from subject to subject as it does for all students. Activities designed to improve students' reading skills are starting to prove beneficial, but are relatively recent. As a result students' progress in reading is improving, but is not yet rapid.
- Students known to be eligible for the pupil premium did not do as well as other students in 2012. In English GCSE their average attainment was the equivalent of one grade lower than that of other students, while in mathematics this difference was three-quarters of a grade below. However, the gaps in achievement narrowed when compared to the previous year. The current progress of these students is improving as a result of the additional help they receive. The progress of the small number of students targeted for the Year 7 catch-up programme is improving as a result of the additional help these students are receiving.
- The few students who attend work-related training at places away from the school are gaining practical qualifications. Consequently, most of these students go on to further study or employment when they leave school.
- Achievement in the sixth form requires improvement, although students' progress and results are improving as a result of changes being made. Where teaching is good, students are making good progress and are on track to gain the grades they need for university admission. Some of these students have made better than expected progress, for example in engineering.

### The quality of teaching

### requires improvement

- Although much good or better teaching was seen during the inspection, there was too much that

required improvement and a very small proportion that was inadequate, although no inadequate teaching was seen in the sixth form. The weaknesses in teaching result in some students not making the progress that they should in some subjects.

- In lessons where teaching requires improvement, teachers' do not plan work to meet the varying abilities of everyone in the class and students do not always find the activities interesting. However, where teaching is good, activities are better planned to take into account everybody's needs. For example, in Year 11 and in the sixth form, teachers provide useful revision techniques and encourage students to work together to good effect.
- The teaching of disabled students, those with special educational needs and those known to be eligible for the pupil premium shows the same variation as that for other students and also requires improvement.
- In some lessons teachers make careful checks on students' learning and adjust the lesson accordingly, but this is not true of all lessons.
- Some teachers ask students searching questions to encourage thinking and to check how much they have understood, but this is inconsistent. Despite the efforts of some teachers, not all students contribute fully to lessons. Often they have insufficient opportunities to be fully involved in learning and engage in research or in working things out for themselves.
- There is a clear whole-school marking policy, but this is not applied rigorously in all subjects. Consequently, students do not always know how to improve their work. However, some marking by teachers is helpful and sometimes students check each other's work and give helpful advice as to how it could be improved.

### **The behaviour and safety of pupils** are good

- Students behave well in lessons and around the school. They are polite and friendly and show high levels of respect for others and take good care of the school's premises.
- There are marked improvements over time in the behaviour of students with particular behavioural needs. The number of exclusions has reduced considerably following changes in the school's systems for managing unacceptable behaviour.
- Students say that they feel safe in school. They understand the different forms of bullying but say that it is exceptionally rare and know where to go if they need help. All the students who spoke with inspectors said that they are taught about how to stay safe, for example, when using the internet.
- Of the parents who responded to the online questionnaire, almost all agree that their children feel safe and are happy at school. This is confirmed by the school's own survey of parents' views.
- Relationships between staff and students are very positive and students are well-behaved. They are content to follow routines in lessons, even when they do not find the activities very interesting.
- Students develop good social skills and take on responsibilities, because the school promotes this aspect well. Older students, including those in the sixth form, set a good example to younger students. This contributes to a cohesive and friendly school.
- Students' attendance is above average. Despite the complex layout of the school's buildings, students move quickly and calmly to lessons, arriving punctually.

### **The leadership and management** require improvement

- Leaders and managers, including the governing body, have ensured that students' achievement
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has improved overall, particularly in mathematics. However, achievement in some other subjects, especially in English, is still not as good as it should be.

- The governing body and the school's leaders recognised weaknesses in the sixth form and took decisive steps to make improvements. Leadership is now stronger and more students are suitably qualified for the range of courses they are following. Their achievement is improving. However, the profile of achievement and teaching varies from subject to subject and further improvement is required.
  - Senior leaders and the governing body have successfully tackled underperformance in teaching in some subjects, but not in all. As a result teaching requires further improvement.
  - Leaders' checks on the quality of teaching, and training provided for staff has improved the work of some staff and maintained the good teaching of others. However, some checks are not thorough or frequent enough and take too little account of students' progress. Some judgements on the quality of teaching have been too generous. As a result teachers do not always know how to improve their teaching and improvements in teaching have not been checked.
  - The curriculum in Key Stage 3 includes suitable opportunities in a number of subjects for students of all abilities to develop literacy and mathematical skills. In Key Stage 4 there is an appropriate range of academic and work-related courses. Students are enabled to show good care for one another and to think deeply about moral issues, for example, related to sustainable development or medical treatment. They appreciate the varied clubs for sport and the arts which support their good cultural development.
  - Safeguarding procedures meet requirements. The school provides particularly good care for students whose circumstances make them vulnerable.
  - The local authority secures suitable help for the school. This has proved effective in supporting the work of the governing body and in improving teaching and achievement in mathematics.
  - **The governance of the school:**
    - The governing body is well informed about the school. It provides good challenge and has identified accurately where the school needs to improve the quality of teaching and students' achievement, both at GCSE and in the sixth form. As a result governors have supported the school's successful steps to improve teaching and achievement in mathematics and recognise accurately the school's underperformance in English. Governors ensure that additional pay is only awarded to teachers whose performance is successful. They ensure that resources, including the pupil premium, are used to improve students' achievements, for example, by providing additional teaching and support. However, they recognise that this has not yet closed the gap in attainment between those known to be eligible for the pupil premium and other students.
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## 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

<b>Unique reference number</b>	106534
<b>Local authority</b>	Wigan
<b>Inspection number</b>	413409

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

<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,458
<b>Of which, number on roll in sixth form</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ray Hutchinson
<b>Headteacher</b>	Stephen Brierley
<b>Date of previous school inspection</b>	23 September 2009
<b>Telephone number</b>	01942 768801
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