

Collegiate High School

Inspection report

Unique Reference Number	119737
Local Authority	Blackpool
Inspection number	363909
Inspection dates	5–6 October 2011
Reporting inspector	Brian Sharples HMI

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	11-16
Gender of pupils	Mixed
Number of pupils on the school roll	578
Appropriate authority	The governing body
Chair	Mrs Felicity Greeves
Headteacher	Ms Cherry Ridgway
Date of previous school inspection	23-24 June 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors saw 32 lessons and 32 different teachers. Meetings were held with the Chair of the Governing body, staff and groups of students. Inspectors observed the school's work and looked at a wide range of documentation, including 54 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Students' attainment and progress in mathematics and English.
- The progress and attainment of vulnerable students and those with special educational needs and also higher ability students.
- The overall quality of learning and teaching across the school range of subjects, with a focus on use of assessment information.
- The quality of leadership and management across the school, including the role of middle leaders in striving for improvement.

Information about the school

Collegiate High School is a smaller-than-average size secondary school. A very large majority of students are from a White British background. The proportion of students from minority ethnic groups and the proportion who speak English as an additional language are both well below average. The proportion of students with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is well above average. The school has sports and mathematics college specialist status.

When the school was previously inspected in June 2010 it was given a notice to improve. Since that time there has been a large staff turnover, including the appointment of a new headteacher, deputy headteacher and six new members of the senior leadership team.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

The new team of senior leaders has worked tirelessly to implement change and drive forward school improvement. Progress on all aspects of the school's work has been at least satisfactory and good in some areas. Parents and carers are very positive overall about the way the new headteacher and the senior leaders have brought about improvements in their children's achievements and in the way the general ethos of the school has improved. There is now a greater sense of community spirit within the school.

Collegiate High School provides a satisfactory standard of education. Over the last three years attainment has shown some rapid improvement. For example, the proportion of students gaining five or more GCSE passes at grades A* to C has risen from 59% to 81%. Similarly, there has been marked improvement in mathematics, English and also in the proportion gaining five or more A* to C GCSE passes including English and mathematics. Although attainment has improved greatly it remains below the national average against some key indicators and has done so for the three years since 2009. The overall rate of students' progress is satisfactory rather than good because some indicators such as in English and mathematics are below average. Similarly, the rate of progress seen in lessons is currently satisfactory overall. Nevertheless, there is clear evidence that overall learning and progress are improving securely and quickly. The school acknowledges that the raising of attainment and acceleration of progress is a continuing area for improvement across the school. There are good quality action plans in place to ensure that the rates of improvement continue at a faster pace.

Teaching and learning is satisfactory overall, with good and outstanding aspects of teaching within some lessons. The senior leaders have worked hard to increase the proportion of good or better teaching and have made some good progress since the previous inspection when teaching was judged to be inadequate. Stronger features include: teachers' use of a common planning format for their lessons, which is detailed and applied across the school; a range of teaching and learning activities; ongoing use of teacher assessment and consistent application of the whole-school marking policy. There are still aspects of teaching which are not consistent across the school. These include: the use of activities which meet the learning needs of all

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students; the use of times for review and recapping on learning and the use of peer- and student self-assessment techniques.

The quality of care, guidance and support is satisfactory. A very large majority of students and all parents and carers referred to the way the students feel safe in school. There is generally an orderly movement of students around school and behaviour in lessons and in and out of school is good. The school has developed a curriculum which provides well-organised, imaginative and effective opportunities for learning and a broad range of experiences. The good curricular provision contributes to improving outcomes for students.

There are well-established systems in place for regularly monitoring, evaluating and quality assuring all aspects of the school's work by senior leaders and the governing body. The inspection team agreed with most of the school's self-evaluation judgements, although the school's assessment of teaching was more generous than that seen during the inspection. Senior leaders, managers and the governing body know the school well. Subject leaders are developing in their monitoring and evaluation roles and are being trained to take on this work across their subject areas.

The school sets challenging targets for students' performance across all year groups. The great majority of the targets were met this year with the only exception being that for mathematics. The school's links with parents and carers and with the local and wider communities is satisfactory but not yet fully developed. The school has not yet explored fully the various means of communicating effectively with parents and carers or ways of involving them fully in the life of the school. However, parents and carers are informed effectively every term about their child's progress. All of the aforementioned improvements and the strengths evident in the school's leadership show that the school has a good capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the attainment and rates of progress in English and mathematics by:
 - ensuring there are more opportunities for students to apply their literacy and numeracy skills across the curriculum
 - providing targeted intervention for individuals and small groups of students who may be falling behind.

- Increase the proportion of good and outstanding teaching across the school by:
 - ensuring that learning activities meet the needs of all individuals and groups with different levels of ability within the class

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- strengthening the use of peer- and student self-assessment
 - ensuring that teachers review and recap on learning in lessons
 - extending the use of new technologies to support learning across all year groups.
- Improve the links with parents and carers, the local and wider communities by:
- a greater use of new and different technologies to enhance communication with interested parties
 - exploring ways of involving parents and carers more in the life of the school.

Outcomes for individuals and groups of pupils**3**

Students enter the school with levels of attainment that are below national averages. Students' achievement overall is satisfactory and rates of progress are satisfactory, including for potentially vulnerable students, those known to be eligible for free school meals and those with special educational needs and/or disabilities. This is a result of good pastoral and academic support. Several staff absences and changes have created instability across the mathematics and science departments over the last year. However, there is now greater stability with improved attainment and rates of progress in these subjects. The school has also been successful in closing the gap in attainment between different groups of students. For example, there has previously been a significant difference with boys outperforming girls in the proportion of A* to C grades including English and mathematics. This gap has been narrowed from 12% to 2% this year. The achievement of higher ability students has improved since the previous inspection.

The improved attainment is linked to the improved quality of teaching and learning across the school. In many lessons, teachers were observed using a common planning framework which provided clear learning objectives and often broke lessons down into clear steps for learning. In several lessons teachers were effectively using a range of teaching and learning styles. Similarly, teachers were observed moving around the class making assessments of students' progress throughout the lesson. For example, in one Year 7 lesson students were working on an activity to promote an attraction in Blackpool. The small group work and individual work were used effectively to produce multimedia presentations. The use of information and communication technology (ICT) formed a major part of the lesson. The teacher moved around the group recording student attainment on a hand-held laptop. In this particular lesson, the teacher reinforced the use of correct terminology and literacy skills to enhance the quality of students' outcomes. Several lessons across the curriculum were observed where teachers reinforced the use of literacy, numeracy and ICT skills to enhance teaching and learning. However, opportunities for students to apply these cross-curricular skills in all subjects are not developed fully across the school.

At the previous inspection students' attendance was low. Since then the school has

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worked hard and made good progress in improving the overall rate of attendance, which is now average. Improved attendance is due to several strategies including the close monitoring by an attendance team, the use of text messaging to parents and carers, a closer focus on attendance in tutor time and a reward system for outstanding attendance. The school is aware that attendance remains an area for continual work. Behaviour has improved and is now good. Student exclusions have reduced to nil as the school has moved to an internal exclusion policy. Students have access to a wide range of sporting activities and have a good understanding of how these activities improve their health. However, students were observed to prefer less healthy food options at break times rather than the more healthy fruit or salad choices. Students say that bullying is rare but where it occurs that it is dealt with by staff appropriately. Students make a good contribution to the school and local community through many activities, including sporting activities with local primary schools, musical events and charity fund raising.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is satisfactory overall. However, around half of the lessons observed showed some good or better features of teaching and learning. For example, in these lessons the teachers' expectations were high with well-established routines in place and lessons were conducted at a fast pace. There was a good range of activities which were planned to meet the needs of all students. In less successful lessons, many of the good features are missing or are not well embedded.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The school’s curriculum is well organised and creative which helps ensure that students’ needs are accommodated and that they are engaged in learning. At Key Stage 4 students are offered a range of GCSE and BTEC courses. This variety of options helps to ensure that students remain motivated and are prepared to move on to the next stage of their education. The school has introduced a ‘New Basics’ curriculum for all Year 7 students. This has been carefully structured to meet the needs of all students and makes particularly effective use of portable media devices to enhance students’ learning. This effective use of technology is not yet applied across all year groups. The school offers very many extra-curricular clubs and activities. Many of these are linked to the school’s sport specialism which impacts strongly on the learning within school and helps to create strong links with local primary and secondary schools.

A large majority of the students feel that the school cares for them well. There are effective support programmes in place for students with special educational needs and/or disabilities, particularly in developing their basic literacy skills. The school has secure arrangements in place for students moving in and out of school at key transition points. Links with a range of external agencies are well established. Individual education plans are in place when required for students in Years 8 to 11 but are still being developed for Year 7 students. Currently, these plans are not reviewed regularly enough or written in student-friendly language. Similarly, the school has intervention programmes in place for students but these are not rigorously monitored to measure their impact on students’ achievement.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Given her relatively short time in post, the headteacher has overseen the implementation of some significant improvements across the school. She and the senior leadership team are working very effectively to raise standards. The senior leaders, middle leaders and governing body have high expectations, which are evidenced well through a detailed set of whole-school and departmental development plans. Systems and procedures for monitoring and evaluating whole-school performance are effective and embedded into the work of senior leaders and the governing body. Findings from the school’s self-evaluation are used to inform whole-school planning. The senior leaders have established a good programme of weekly training events for staff. These have been effective in ensuring that staff are provided with the essential skills to carry out their roles efficiently.

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At the time of the inspection, the school met all safeguarding requirements well. The governing body carries out its statutory duties effectively. It is aware its needs to raise the profile of the governing body amongst parents and carers. The leaders of the school work hard to ensure that all students are treated equally and that any form of discrimination is not tolerated. The school is promoting aspects of community cohesion to a satisfactory level.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Replies to the inspection questionnaire were received from the parents and carers of 8% of the students. This is very much lower than is normally experienced. The large majority who replied either strongly agreed or agreed with all of the statements. Some of the strongest positive responses and comments related to the learning support available to students and their progress. The parents’ and carers’ sentiments generally match the overall findings of the inspectors. A very small minority expressed concerns relating to home/school links and the school’s response to their concerns. Inspectors agree with this view and have identified it as an area for further improvement by asking the school to improve its links with parents and carers.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Collegiate High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 578 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	33	29	54	5	9	0	0
The school keeps my child safe	16	30	34	63	1	2	0	0
The school informs me about my child’s progress	21	39	29	54	3	6	1	2
My child is making enough progress at this school	23	43	28	52	2	4	1	2
The teaching is good at this school	21	39	29	54	1	2	1	2
The school helps me to support my child’s learning	14	26	34	63	5	9	1	2
The school helps my child to have a healthy lifestyle	13	24	36	67	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	39	26	48	3	6	0	0
The school meets my child’s particular needs	20	37	28	52	2	4	0	0
The school deals effectively with unacceptable behaviour	22	41	28	52	3	6	0	0
The school takes account of my suggestions and concerns	12	22	34	63	4	7	1	2
The school is led and managed effectively	26	48	24	44	2	4	1	2
Overall, I am happy with my child’s experience at this school	25	46	25	46	2	4	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 October 2011

Dear Students,

Inspection of Collegiate High School, Blackpool, FY3 7LS

Thank you for welcoming us to your school. We thoroughly enjoyed the opportunity to talk with you about your work and to listen to your views about the school. Some of you will remember that when the school was previously inspected it was given a 'notice to improve' because several aspects of the school's work were inadequate. We have decided that Collegiate High School is a satisfactory school which has several good features. It is no longer a school needing to make significant improvement. We recognise that you, along with the teachers, parents and carers and other adults, have all helped to make it the way it is.

What we liked most about your school

- The way that you and your parents and carers say you feel safe at school.
- The way in which the staff ensure that everyone is treated equally.
- The good range of curricular opportunities available to you.
- The way in which you contribute to the school and local community.
- The positive way in which the leaders of the school want to see the school improve and want the best for you.
- The generally positive feelings your parents and carers and you have towards the school.

What we have asked your school to do now

- Improve the attainment and rates of progress in English and mathematics.
- Increase the proportion of good and outstanding teaching across the school.
- Improve the links with parents and carers, the local and wider communities.

We received 177 responses to the questionnaire from students across all year groups. You were very positive in response to nearly every question. The questions where you showed some concern was over the school keeping you healthy and whether teachers are interested in your views. The school's senior leaders have noted this point.

Yours sincerely,

Brian Sharples
Her Majesty's Inspector

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