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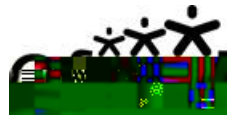


and any funding it receives are used well to improve outcomes for pupils. The governing body ensures the school maintains and strengthens its links with the local community.

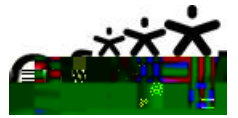
The previous inspection report identified that all teaching should be at least good and that all teachers, including those in the sixth form, set tasks that stretch and challenge pupils of all abilities to ensure they reach their full potential. Leaders have taken effective action to improve the quality of teaching, including the use of professional development and support from another school. Lesson observations by senior and middle leaders, as well as the views of pupils have been used to measure the impact of this work. As a result, there is now more consistency in the sharing and use of best practice, for example in the use of questioning in lessons and the setting of homework. This has led to pupils of all abilities making greater progress in most subjects, particularly English and mathematics. However, leaders recognise that they have been less successful in bringing improvements in science. An improvement plan is being implemented by leaders in order to address this.

Safeguarding is a strength of the school. Senior leaders and governors have ensured that all safeguarding arrangements are fit for purpose and that a culture of safeguarding permeates the school. Staff are clear about safeguarding systems, processes and their responsibilities. Detailed and accurate records are maintained securely. Recruitment checks and the maintenance of the school's record of these are secure. All staff and governors have been trained on how to keep pupils safe from abuse, sexual exploitation, radicalisation and extremism. The governing body routinely checks that all processes and policies are secure and that the school's records are thorough and complete.

One governor provides expertise on how to improve the security of the school site. Consequently, there has been an investment in technology in order to minimise any associated safeguarding risks. A dedicated team of staff, coordinated by the designated safeguarding leader, supports vulnerable pupils. These staff work with determination and sensitivity with pupils, parents and external agencies. Robust procedures are in place to follow up absence. Child protection practice is effective and timely action is taken to seek external help for pupils when need be. Pupils continue to attend school and achieve well. The vast majority of parents who responded to Ofsted's online questionnaire, Parent View, said that their children are safe at school. Similarly, responses to Ofsted's staff questionnaire overwhelmingly supported the view that pupils are safe at the school. Pupils confirmed this. Pupils spoke to inspectors confidently about who to go to if they have a concern, the school's anonymous reporting of safeguarding incidents via the school website and about their understanding of school safeguarding processes, such as lockdown. They said that bullying is rare, and is dealt with consistently and effectively, should it occur.

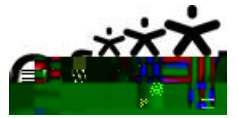


Senior leaders' actions are continuing to improve outcomes for disadvantaged



absence of this group as a result of more effective liaison between home and school, and with the support of external agencies. Pupils who have SEN and/or disabilities are now taught in mainstream lessons, rather than in the resource base. Evidence from the school's records suggests that learning alongside their peers is enabling these pupils to make faster progress. Teachers use learning activities that are well matched to these pupils' needs and this has also had a positive impact on attendance.

Outcomes for students in the sixth form continue to be strong. Leaders have ensured that best practice in teaching in key stage 4 continue to be embedded in the 16-19 study programmes. Students of all ability are challenged and make good progress as a result.



responses from Parent View and 49 responses from members of staff to the online staff questionnaire.