

# Park High School

## Inspection report

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<b>Unique Reference Number</b>	105096
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	324156
<b>Inspection dates</b>	8–9 January 2009
<b>Reporting inspector</b>	Stephen Wall

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 on roll</b>	
School (total)	820
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr G Hogben
<b>Headteacher</b>	Mr S McMahon
<b>Date of previous school inspection</b>	21 June 2006
<b>School address</b>	Park Road South Prenton Merseyside CH43 4UY
<b>Telephone number</b>	0151 652 1574
<b>Fax number</b>	0151 653 6760

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<b>Age group</b>	11–16
<b>Inspection dates</b>	8–9 January 2009
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

This is an average size school in an urban area of very challenging social and economic circumstances. The proportion of students entitled to free school meals is very high. Nearly all students are of White British heritage. The proportion of students with learning difficulties and/or disabilities is well above the national average, although the proportion with a statement of special educational need is average. The school has been a specialist sports college since 2001. The school has gained the International Schools and Healthy Schools awards. It also has Investors in People status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school in which the quality of care, guidance and support is outstanding. The school has made very good progress since the last inspection because effective and purposeful leadership is driving the school forward strongly. The school gives good value for money. The relentless focus on improvement and rapidly rising standards mean that the school has outstanding capacity to improve even further. The school's specialist sports status makes a highly significant contribution to raising standards by playing a pivotal role in improving the quality of teaching and learning across a range of different subjects. It also supports raising students' levels of self-esteem, enabling them to become well behaved and responsible learners. Nearly all parents value the school and comment warmly on how well it provides for their sons and daughters. Many parents also comment on how much the school has improved in recent years.

Students' overall attainment on entry to the school is well below average. Good teaching and exemplary use of data for checking on and supporting their progress enable all students to achieve well as they move up through the school. Results in GCSE examinations have doubled over the last three years and are now close to average. However, results in mathematics are not high enough because it is taking time to overcome a legacy of low standards and poor achievement. Rigorous action to tackle this is starting to pay dividends. Inspection evidence shows that achievement in mathematics is improving and that, consequently, much higher targets are realistic. Standards across the school are rising because teachers prepare their lessons well and relationships in classrooms are strong. As a result, students are willing learners and behave consistently well. Teachers have good subject knowledge which they use to good effect to make most lessons challenging and enjoyable. However, some lessons are too teacher led and rely too heavily on factual questioning rather than encouraging students to give thoughtful and reasoned explanations. This puts a brake on the rate and quality of progress they make.

The success of the school is based firmly on treating all students equally regardless of ability or background because it believes firmly that every student deserves the best possible opportunities the school can provide. The school's care, guidance and support for able and talented students, for example, are equally effective and successful as for those with learning difficulties and/or disabilities. A history of poor attendance has been tackled rigorously. Consequently, attendance has improved significantly and is now satisfactory indicating that students' enjoyment of school is growing rapidly. 'We behave much better now because most lessons are better and everyone expects us to do our best. We want to come to school now', was a typical comment. By the time they leave, most students are articulate and self-confident young adults. The proportion of students continuing to full-time education when they leave school is growing strongly in direct proportion to the rise in standards and expectations across the school.

The headteacher, ably supported by other senior leaders, provides the school with a real sense of purpose based on a firm belief that improvement is always possible. Procedures for self-evaluation are extremely thorough. They give managers a clear and accurate indication of what the school does well and where it could improve further. The quality and consistency of monitoring the effectiveness of teaching and learning have been stepped up to encourage teachers to be more reflective practitioners. Close analysis of students' achievement also holds subject managers rigorously to account and encourages further improvement in standards.

## What the school should do to improve further

- Raise standards in mathematics.
- Encourage students to be more active and thoughtful learners in all lessons.

## Achievement and standards

### Grade: 2

Students enter the school with overall levels of attainment that are well below average. A very high proportion of students, for example, have reading ages below or well below their chronological age. Good teaching and good support enable all students to make good progress as they move up through the school. Although standards in English, mathematics and science are below average by the end of Year 9, they are on a rising trend and represent good achievement given the students' very low starting points. The proportion of students gaining the expected grades in Year 9 national tests in mathematics, especially, has shown significant improvement. The proportion of students gaining five plus A\* to C grades overall at GCSE has almost doubled since the last inspection and is now just below the national average. Demanding targets have been exceeded, especially in the specialist subject of physical education (PE) where nearly all students gained grade C or above. The proportion of students gaining five or more higher grades including English and mathematics has also risen but is below the national average because results in mathematics are not high enough, although inspection evidence shows an improving picture. The school is tackling this rigorously and inspection evidence shows that students' progress in mathematics is now good, although there is still much ground to catch up because of earlier underachievement. All groups of students including those with learning disabilities and/or disabilities make good progress and achieve well.

## Personal development and well-being

### Grade: 2

Students' personal development and well-being, including their spiritual, moral, social and cultural development are good. They are responsible young people aware of and sensitive to other cultures and religions. This is reinforced through the school's active links with schools abroad. They feel safe in school and trust staff to help them deal with problems. They know the importance of healthy lifestyles; unusually high numbers participate in the extensive range of sporting enrichment activities, for example. Attendance levels are rising as students' enjoyment and sense of purpose of being at school have grown. Students enjoy the many opportunities to take on responsibilities in school. It was a pleasure, for example, to see Year 10 students supporting younger students with their learning during registrations. Students are also active in raising money for local and global charities. Students' preparation for their future economic well-being is satisfactory. While good levels of careers advice make sure that they are aware of the opportunities available when they leave school, too few students leave school with higher GCSE grades in mathematics.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. Rigorous monitoring of teaching and learning by leaders and managers at all levels has been a major factor in improving teaching and,

consequently, students' achievement. The majority of lessons are well planned and challenging. In these lessons, teachers use a variety of teaching methods which are well matched to students' different learning needs. The school has been innovative in using its specialist sports status to support teaching across other subjects. For example, the use of PE teachers to team teach with mathematics specialists has been very successful in raising standards in mathematics. Teaching assistants and learning mentors are used very effectively to support learning for students of all abilities. The consistently good and creative use of information and communication technology (ICT) also adds interest and variety to students' learning. A smaller number of lessons are too teacher led. Students have restricted opportunity to work independently and the questioning is less probing. As a result, students' progress is slower in these lessons.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is broad and well adapted to students' needs. The school's sports specialism has played a significant part in the school's improvement. The PE curriculum is innovative and students' self-esteem and enjoyment are greatly enhanced through high quality teaching and provision. All students study for a GCSE in PE. Courses and qualifications continue to be developed to match students' needs, especially at Key Stage 4, including courses run in conjunction with outside school providers. An impressively high proportion of students study a modern foreign language to GCSE.

The school provides a wide range of enrichment activities, much to the students' appreciation. There is also a good range of educational trips, at home and abroad. These broaden students' horizons and add significantly to their balanced view of the world.

## **Care, guidance and support**

### **Grade: 1**

Outstanding levels of care, guidance and support contribute significantly to students' social and emotional well-being. The inclusion of all students is central to the school's work. Students speak highly of the support they receive. 'There is always someone ready to listen and help,' was a typical comment. Safeguarding arrangements and policies and procedures for health and safety, including risk assessment, are in place and reviewed regularly. There are highly effective strategies to support and guide students with learning difficulties and/or disabilities and those identified as very able or talented. The school uses data exceptionally well to set academic targets and to check on the progress every student makes towards them. Any underachievement is quickly identified and prompt remedial action brings students back into line with their expected targets. The school uses its extensive links with outside agencies outstandingly well. These, allied to the work of a wide support team including the learning mentors, mean that the needs of vulnerable students and their families are exceptionally well met.

## **Leadership and management**

### **Grade: 2**

Good leadership and management are bringing about sustained improvement in all aspects of the school's work. Standards and achievement in mathematics, however, although improving, are not yet on a par with other subjects. The headteacher has set a clear direction for the school and is supported by a committed and able senior leadership team. They work very effectively

together to evaluate the school's performance and to formulate strategies to bring about improvements. Subject and pastoral leaders analyse performance data and set challenging targets. Senior and middle managers monitor learning and teaching regularly and accurately. The results are used to identify aspects for further improvement and share best practice.

Governors play an active role in the school and provide good levels of challenge and support. They have supported the headteacher in raising the profile of the school in the local community and reversing the trend of falling student numbers. The school has taken effective measures to promote good community cohesion. This has been achieved through the extensive range of links with schools and other bodies locally, nationally and internationally, which have enabled students to develop a sense of understanding and respect for others

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for making me and my fellow inspectors so welcome when we visited your school recently. It was a pleasure to meet you and talk to many of you. What you had to say helped us reach our judgements about your school.

You will be pleased to know that you go to a good school which provides outstanding care, guidance and support for you. We think the adults working with you take exceptionally good care of you and really do want to give you every chance to succeed in life. It was good to see how well you get on with each other and your teachers. Your behaviour in lessons and around school was a credit to you and helps you become good learners. We were very pleased to see that your attendance rates have improved significantly; this shows that you are increasingly enjoying school. We were also very impressed with how rapidly standards and achievement have risen in recent years. You achieve well. This reflects not only the good teaching you get but also your hard work and commitment. In order to help you make even faster progress we are asking your teachers to do two things.

- Raise standards in mathematics.
- Encourage you to become more active and thoughtful learners in lessons.

I am sure you will continue to work hard and help your school to continue to go from strength to strength in the coming years.

# Rock Ferry High School

## Inspection report

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<b>Unique Reference Number</b>	105094
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	308766
<b>Inspection dates</b>	12–13 March 2008
<b>Reporting inspector</b>	Angela Milner 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 on roll</b>	
School	694
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr W Smith
<b>Headteacher</b>	Mr P Bennett
<b>Date of previous school inspection</b>	10 May 2004
<b>School address</b>	Ravenswood Avenue Rock Ferry Birkenhead Merseyside CH42 4NY
<b>Telephone number</b>	0151 6456917
<b>Fax number</b>	0151 6431236

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<b>Age group</b>	11-16
<b>Inspection dates</b>	12–13 March 2008
<b>Inspection number</b>	308766

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

Rock Ferry High School is smaller than most secondary schools. The majority of pupils, 70%, are boys. It serves a community of considerable social and economic deprivation. The proportion of pupils eligible for free school meals is over three times the national average. The proportion of higher achieving pupils entering the school is low. A higher than average percentage of pupils has learning difficulties and/or disabilities. The number of pupils with a statement of special educational need is three times the national average. The majority of pupils are White British. Fifteen pupils are in public care. The number of pupils joining or leaving the school at times other than the normal entry and leaving ages is higher than average. The school houses a specialist local authority unit for emotional and specific learning difficulties. The school was awarded specialist performing arts college status in September 2006. The school holds Investors in People status, the Basic Skills Quality Mark, Artsmark Gold, the Healthy Schools Award and the intermediate stage of the International Schools Award. It has also received the local authority's inclusion award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Rock Ferry High School is a good school providing high quality education and care. It provides an inclusive and attractive learning environment where all pupils are able to flourish in a happy, family, community atmosphere based on mutual respect and excellent relationships. Adults work as part of an effective team to raise aspirations and develop the potential of each pupil. Pupils and staff feel valued: they enjoy, appreciate and benefit from what the school has to offer. Parents who responded to the inspection questionnaire were positive in their views of the school and especially value the care, support and opportunities it provides. Vulnerable pupils are particularly well cared for and effective learning support ensures that pupils with learning difficulties and/or disabilities make good progress.

Pupils' overall achievement is good although standards are below the national average at both key stages. Attainment on entry is below average. Pupils make good progress from their initial starting points and achieve well. There is a widespread acceptance on behalf of the staff that standards must be improved. The school was very disappointed with the dip in its results at GCSE in English language and mathematics in 2007. The recent introduction of systematic pupil tracking and monitoring systems is allowing the school to identify underachievement sooner and ensure intervention strategies are used to raise standards. School data shows that all groups of pupils are on track to reach their targets in 2007/08. The school has exceeded its specialist performing arts college targets in drama and music.

Pupils' personal development and well-being are outstanding. Pupils develop positive values that reflect both the school's mission statement as, 'a caring community where every child matters' and its aim, 'to develop individual potential in an atmosphere of respect and challenge'. The school helps pupils to develop the skills and attributes they will need for their adult lives and this results in a good proportion of pupils progressing onto further education or training when they leave the school. Pupils' behaviour is excellent both in and out of lessons. They enjoy school, develop positive attitudes to learning and participate in the life of the school and the local community.

The majority of teaching is good and a small proportion is outstanding. Where teaching is motivating, well planned and well paced, pupils make good progress in their learning. When teaching lacks this focus or pupils are not encouraged to think for themselves then progress is less than it could be. There is some variation in the quality of marking between subjects. Pupils know their current levels and targets, but feedback from teachers does not always inform them exactly how to improve their work.

The curriculum is outstanding. It has a good balance of academic and vocational courses and is matched to the individual needs of pupils. An extensive range of extra-curricular activities contribute to pupils' personal development and well-being. Performing arts college status permeates the life of the school. It has been used very effectively to move the school forward, enrich the curriculum, raise achievement, promote motivational approaches to teaching and learning, develop community links and to develop pupils' confidence and self-esteem.

The headteacher and senior staff provide good leadership and management of the school. They have successfully promoted an extremely positive ethos, a real sense of community and positive relationships amongst staff and pupils. The governing body effectively holds the school to account. Systematic self-evaluation and increasingly effective use of data mean the school can identify its strengths and the areas it needs to improve. The school has dealt well with the

issues raised in the last inspection report. Senior managers have a clear vision for the future of the school and there is good capacity at all management levels to bring this about.

### **What the school should do to improve further**

- Raise standards across the school but especially at GCSE in English and mathematics.
- Develop the use of data from tracking pupils' progress more systematically to support the drive to raise standards.
- Ensure consistency in the quality of marking so that pupils know exactly what to do in order to improve their work in all subjects.

## **Achievement and standards**

### **Grade: 2**

Pupils' overall achievement is good although standards are below the national average at both key stages. Pupils enter Year 7 with levels of attainment below the national average and with limited skills in literacy and numeracy.

At the end of Year 9 standards remain below the national average in English, mathematics and science. In 2007 the proportion of pupils achieving Level 5, the standard expected for their age, was 44% in English, 61% in mathematics and 57% in science. In 2007 approximately a quarter of pupils gained five or more A\* to C grades at GCSE, 33% of pupils gained GCSE English and 24% gained GCSE mathematics at Grade C or above. This is well below the national average. In 2007 the proportion of pupils achieving five or more A\* to C grades at GCSE including English and mathematics was much lower than in previous years. Very few pupils now leave the school without a qualification.

Given the low attainment of pupils on entry and the good progress they currently make, their achievement compared with prior attainment is good. Progress is greater between Years 7 and 9 than between Years 10 and 11. It is better in mathematics and science than in English. For a very small number of disaffected pupils, progress is less than expected. This is influenced by their low levels of attainment on entry, very low aspirations and poor attendance rates. For other students, underachievement is identified and steps are taken to address it. Pupils with additional learning needs make good progress and achieve results in line with expectations. Pupils in the special unit and those following alternative curricular courses are well supported to gain recognised qualifications in English, mathematics and science.

## **Personal development and well-being**

### **Grade: 1**

The personal development and well-being of pupils is outstanding. The personal, social, health and careers education programme and religious education short course GCSE provision, which emphasises philosophy and ethics, make an excellent contribution to pupils' personal development and well-being. Curriculum enrichment and opportunities to participate in school and community performance activities, as part of the school's specialist status, also make an outstanding contribution to pupils' personal development and well-being. The spiritual, moral, social and cultural development of pupils is excellent and enables them to develop into mature and confident young adults who show a sense of responsibility and concern for others. A well planned assembly and tutorial programme focuses on the school's five key principles: be punctual; be prepared; be polite; be thoughtful; and be hard working, through a series of thoughts for the week. Respect for each other is an important aspect of school life. Pupils

develop an excellent understanding of how to lead safe and healthy lives and know where to go to receive help and advice. Pupils have a strong sense of being safe and secure in school. They feel that occasional incidents of bullying are dealt with well. Pupils' behaviour in lessons and around school is excellent. Pupils enjoy their education and value the way in which the school helps them to prepare for their future lives. There is a small minority of pupils whose poorer attendance and punctuality indicate that they do not value their education as much. Very effective strategies are used to sustain recent improvements in attendance rates. These include the manner in which some of the more disaffected pupils are kept engaged in some form of education and training in collaboration with a range of external agencies.

Pupils participate in school life in a variety of ways, including acting as prefects and reading buddies and through their membership of school and year councils. They are also involved in a number of charity fund-raising and community events. There is an effective programme of work-related learning in place. This includes an enterprise week which contributes to pupils' preparation for adult and working life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good with examples of outstanding practice especially in Years 10 and 11. The good relationships between pupils and their teachers are a major strength. Teachers are secure in their subject knowledge. They are aware of their pupils' capabilities and their literacy and numeracy needs. Lessons are well planned and focused with clear outcomes and are conducted at a brisk and challenging pace. Pupils enjoy and make the greatest progress in lessons where they are involved in a range of teaching and learning approaches. This was exemplified in an exceptional Year 11 performing arts lesson where the pupils were actively engaged and enthused, making outstanding progress in their understanding of the text and developing their own interpretation of a scene from *King Lear*. In a minority of lessons there is an over-reliance on teacher led activities with limited opportunities for independent learning or for the pupils to be actively involved in the development of ideas. Teachers' expectations in these lessons are not sufficiently challenging, especially for the more able. There are inconsistencies in the quality of marking. Although work is generally marked regularly and there are examples of good practice, not all marking helps pupils to identify their strengths and ensure they know how to improve.

### **Curriculum and other activities**

#### **Grade: 1**

The school provides its pupils with an outstanding curriculum. There is extensive provision of both academic and vocational courses. Pupils are able to follow programmes at both key stages that are flexible and individually tailored to match their needs. There are very effective arrangements to meet the needs of pupils who experience difficulties with literacy and numeracy. Effective collaborative arrangements with a range of partners make a significant contribution to the promotion of enterprise and work-related learning and provide access to an alternative curriculum for those Key Stage 4 pupils who might otherwise be at risk of disaffection, for example, through the provision of modern apprenticeships. Performing arts college status has enriched the curriculum and extended the opportunities for pupils to play an active part in an extensive range of voluntary activities. Overall, the school provides pupils with an impressive

range of sporting, creative and educational activities beyond the normal school day. High participation rates indicate that these activities make a valuable contribution to pupils' personal development and well-being.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The care and support given to all pupils, together with the encouragement for them to fulfil their potential, is a major strength of the school. This is appreciated by pupils and their parents. The school has an unusually high number of pupils with various learning difficulties and/or disabilities, including significant social and emotional issues, and these pupils are very well supported. A wide range of strategies and alternative curricular provision ensure that individual needs are met. Pupils who attend the special unit are well guided and supported and, as a result, many of them make good progress. The school has recently put an increased emphasis on tracking and monitoring systems against target levels and grades to support pupils' academic progress and achievement and to identify underachievement. The school intends to cover all subjects in all year groups in the next academic year.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good at all levels. The school is well led and managed by a headteacher and leadership team who provide a clear vision for its development and improvement. The school has excellent relationships with a wide range of external organisations to promote pupils' well-being. The positive focus on improving the school, raising achievement and removing barriers to learning is shared by the whole school community. An effective team of middle leaders takes responsibility for the quality of provision in their subject and pastoral areas. Thorough review, monitoring and evaluation and the increasingly effective use of data analysis ensure strengths and areas for development are identified. As a result the school's self-evaluation is honest and accurate. School and departmental development plans have appropriate priorities for improvement based on improving standards and meeting the needs of all pupils. Specialist school status, though in its early stages of implementation, is being very well led and managed to the school's advantage.

The governing body has a good understanding of the work of the school and provides effective support and challenge. Consequently, it has a clear understanding of the school's strengths and how it can improve further. Financial management is sound and resources are effectively deployed to ensure a balanced budget. The school meets all the requirements for safeguarding and has clear policies and procedures in relation to equality and discrimination.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for the contribution you made to the recent inspection of your school. The inspectors enjoyed visiting your school and talking with many of you. We were impressed by your politeness, helpfulness and your positive attitudes to learning. It was clear to us that you were all proud of being part of Rock Ferry High School. We were able to consider the views of parents from the questionnaires they completed.

There are many good things about your school and it is providing you with high quality education and care. Relationships between yourselves and members of staff are excellent. You behave very well, enjoy your time in school and make good progress in your learning. Many of you take advantage of the opportunities provided by the school's specialist status, as a performing arts college, to take part in a wide range of activities within and beyond the school. The headteacher, staff and governors are working hard to raise standards and improve the school even further.

Whilst we judged your school to be good there are three areas we have asked the school to improve further. These are:

- to ensure more of you do better in English and mathematics at GCSE
- to use assessment information to help improve your test and examination results
- to ensure marking helps you to understand exactly what you have to do in order to improve your work.

You can all of course help to improve your school by attending regularly, acting upon comments made by teachers about improving your work and continuing to work as hard as you can to achieve your best in tests and examinations.

Thank you again for your help in this inspection and we would like to wish you all the very best in your studies and every success in the future.