



## **Overview and Scrutiny Ofsted Subgroup**

Date: Wednesday, 18 March 2020

Time: 2.00 pm

Venue: Council Antechamber, Level 2 - Town Hall Extension

This is a **supplementary agenda** containing additional information about the business of the meeting that was not available when the agenda was published

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## **Membership of the Overview and Scrutiny Ofsted Subgroup**

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**Councillors** – Lovecy (Chair), Hewitson, Kilpatrick, McHale, Madeleine Monaghan, Reeves, Reid and Stone

**Co-opted Members** – Mrs J Miles and Dr W Omara

## Supplementary Agenda

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## Further Information

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For help, advice and information about this meeting please contact the Committee Officer:

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This supplementary agenda was issued on **Friday, 13 March 2020** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension (Lloyd Street Elevation), Manchester M60 2LA

# Inspection of Cedar Mount Academy

Gorton Education Village, 50 Wembley Road, Gorton, Greater Manchester M18 7DT

Inspection dates: 15–16 January 2020

## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Good**

Previous inspection grade

Requires improvement

## What is it like to attend this school?

Cedar Mount Academy is improving strongly. Leaders have a clear and ambitious strategy which has pupils' best interests at its heart. Some of the improvements that leaders have put in place have made a real difference to the quality of pupils' education.

The school is rooted in the local community. It is like a family. Adults in the school genuinely care about the well-being and safety of pupils. Pupils said that they feel safe when they are in school. The school celebrates the diverse cultures of its pupils. Pupils respect each other's differences. The environment in school is caring and free from prejudice.

Classrooms are calm and orderly places to learn. Most pupils behave well, although some pupils are unruly and noisy during social times. This affects the mood in the school outside of lessons. When incidents of bullying occur, teachers deal with these well.

Pupils enjoy a wide range of activities outside the classroom. These include trips to places such as Amsterdam and Liverpool.

Expectations for all pupils are now high. This has not been the case in the past. Too many pupils have left Year 11 without making the progress that they should have. Although improving, there is more to do to make sure pupils benefit from a good quality of education.

## What does the school do well and what does it need to do better?

Many improvements have been made in the school since the previous inspection. Leaders, including governors and trustees, are ambitious for all pupils to succeed. Their aim is for pupils to become 'the best version of themselves'. For example, in the school's onsite alternative provision, 'The Bridge', leaders ensure that vulnerable and challenging pupils receive a strong curriculum.

Governors and trustees have ensured that leadership at all levels is strong. Leaders are in a better position to be able to improve the school. They are less reliant on external support.

A weak curriculum in recent years meant that too many pupils left Year 11 with lower than average GCSE grades in a range of subjects. Pupils were not well prepared for the next stage of their education. Leaders are in the process of renewing the curriculum to ensure that it is ambitious for everyone. In key stage 3, pupils now study a broader range of subjects. The curriculum is well planned to help pupils build their knowledge over time. That said, these changes are fairly recent. It is a little too early to see the difference that this new curriculum is making to pupils' achievement in different subjects.

Not all teachers understand how best to teach the new curriculum. They do not always make sure that pupils gain the important knowledge that they need. This is particularly the case in English. Not enough thought has been given to planning the English curriculum in a logical order. In key stage 3, pupils do not have the opportunity to study a range of novels in sufficient depth.

Leaders and teachers have high expectations of pupils with special educational needs and/or disabilities (SEND). These pupils follow the same school curriculum as all pupils. Even so, too many pupils with SEND are absent from school. This hampers their achievement. Despite leaders' best efforts, pupils' attendance is not good enough.

Teachers care for the pupils. As one pupil said, 'It is heart-warming what the teachers will do for you, because they do more than they need to for their jobs.'

The school develops pupils well as young citizens. There is a strong programme to support pupils' personal development. Pupils take part in a broad range of clubs and opportunities to enhance their learning and experience of the world. The emphasis on pupils' social and moral development creates well-rounded young people. Pupils from the school contribute well to their local community.

The majority of pupils behave well and show positive attitudes to learning. The school behaviour management system is well used in lessons so that learning is mostly uninterrupted. There is still a way to go to improve the behaviour of some pupils outside of lessons. Too many pupils behave in an unruly, inconsiderate manner at breaktimes and lunchtimes. This can include pushing, shoving and boisterous behaviour.

## **Safeguarding**

The arrangements for safeguarding are effective.

Adults in school go above and beyond to support vulnerable pupils and keep them safe. A large team of well-trained adults supports pupils with their well-being and safety. Support for pupils with mental health issues is a particular strength of the school.

Teachers act quickly to keep pupils safe. They work well with other agencies. Pupils learn how to live safe lives. The Bridge is particularly successful in keeping the most vulnerable and challenging pupils safe.

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

### **(Information for the school and appropriate authority)**

- Pupils are not achieving well enough in English. The curriculum is not well planned. This does not help teachers to deliver knowledge in a logical order. This means that pupils do not learn as well as they should. Leaders should strengthen

the English curriculum to enable all pupils to know more, remember more and achieve well in this subject.

- There are inconsistencies across and within subjects in the implementation of the new curriculum. There is variation in how well teachers' planning enables pupils to learn the intended curriculum content. This prevents some pupils from building up their knowledge over time. Leaders should ensure that the renewed curriculum is understood fully by all teachers and delivered consistently well across different subjects.
- Some pupils' behaviour outside of lessons is unruly and inconsiderate. There are too many occasions during breaktime, lunchtime and change of lessons when pupils do not conduct themselves well, for example by shouting, being unruly or pushing into others. As a result, the climate in the school outside of lessons is less positive than it is in lessons. This means that teachers have to re-establish positive attitudes to learning in lessons after unstructured time. Leaders must ensure that the behaviour of pupils in unstructured time improves and supports a positive, respectful school culture.
- Although some improvements have been made, pupils' attendance is not good enough. This is particularly the case for pupils with SEND. As a result, too many pupils lose learning time, which creates gaps in their knowledge. Leaders must continue to take action to ensure that all pupils attend school regularly.

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If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138097
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10110908
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	835
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Gary Handforth
<b>Principal</b>	Kal Hodgson
<b>Website</b>	<a href="http://www.cedarmount.manchester.sch.uk/">www.cedarmount.manchester.sch.uk/</a>
<b>Date of previous inspection</b>	4–5 July 2017, under section 5 of the Education Act 2005

## Information about this school

- A new principal took up his post in January 2019.
- The school has four pupils currently attending alternative provision. Pupils also attend The Bridge, an onsite provision.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the principal, and senior and subject leaders. We also met with the chief executive officer (CEO) of the trust, the director of the Alliance for Learning Teaching School and the chair of the local governing body.
- We held telephone conversations with a representative from the local authority.
- We checked on safeguarding documentation, including the school's appointment checks on staff.
- We considered the views of the 107 pupils and the 46 staff who responded to Ofsted's online surveys. We also considered the views expressed by parents and

carers in the 52 responses to Ofsted's online survey, Parent View, including the comments received via the free-text facility.

- We spoke with groups of pupils to gather their views, particularly on behaviour and safety.
- In considering the quality of education, we looked in depth at English, mathematics, modern foreign languages and history. We met with subject leaders, pupils and teaching staff, visited lessons and looked at pupils' work.

### **Inspection team**

David Hampson, lead inspector	Ofsted Inspector
Elaine Parkinson	Ofsted Inspector
Anne Seneviratne	Her Majesty's Inspector
Nell Banfield	Ofsted Inspector



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# Inspection of Crumpsall Lane Primary School

Crumpsall Lane, Crumpsall, Manchester M8 5SR

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Inspection dates: 14–15 January 2020

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

This is a happy school. Pupils behave well, work hard and rarely miss a day. They are well looked after and feel safe in the school. They get on well with their classmates and the adults who teach them.

Achievement is improving, particularly in mathematics. However, the quality of education at the school is not good enough for pupils to achieve well across all subjects. Staff do not always have high enough expectations of what pupils can learn. Leaders recently introduced plans to improve the curriculum, so that pupils learn more effectively in subjects outside of English and mathematics. However, these changes are yet to have a significant impact on pupils' learning.

Pupils are kind towards each other. They have good manners and were keen to talk with the inspection team. Pupils told us that bullying happens from time to time. They said that staff sort problems out, although occasionally problems persist and senior leaders have to resolve matters. Pupils enjoy the many clubs that are available. They also enjoy the educational trips that they go on, though some pupils, parents and carers said that they would like more of these opportunities.

## **What does the school do well and what does it need to do better?**

Since the previous inspection, leaders have worked with staff to improve pupils' achievement in reading, writing and mathematics. Pupils' learning in these subjects is improving steadily. That said, not enough pupils gain the skills that they need to read fluently by the end of key stages 1 and 2. Previous weaknesses in the teaching of early reading have led to gaps in pupils' learning. This also hinders the progress that some pupils make in other subjects.

Leaders have made some improvements to the teaching of phonics. However, more needs to be done, particularly for those pupils who struggle with early reading. Currently, the support that they receive is not well structured, so these pupils do not develop their phonics knowledge well enough. Also, the books that these pupils read are often not well matched to their reading ability. As a result, they are falling further behind.

Pupils achieve well in mathematics. The curriculum is well structured. This helps pupils to build on what they already know and can do. There are also strengths in science and computing. Careful and detailed curriculum planning means that these subjects are taught in a sequence that helps pupils to learn more and remember more.

Leaders are making changes to the way that history and geography are taught. Previously, there was often no clear link in lessons to what pupils had already learned in these subjects. Teachers often failed to check on how well pupils were learning and how much they understood. Leaders have recently introduced new

curriculum plans in these subjects. These plans are organised so that pupils' knowledge builds sequentially as they move through the school. However, these changes are yet to have an impact on pupils' learning.

A high proportion of pupils start or leave the school at different points in the school year. Many of these pupils speak English as an additional language. Staff make careful assessments of new pupils as they start at the school. Additional support is provided, where necessary, to ensure that these pupils settle in quickly and are able to start learning across all subjects. Pupils with special educational needs and/or disabilities (SEND) also receive good support. Staff adapt the curriculum where possible so that pupils with SEND can fully access what is being taught.

Pupils have positive attitudes to learning. Attendance is well above the national average, and very few pupils are persistently absent from the school.

Leadership in the early years is effective. The curriculum for the youngest children is well planned. Leaders ensure that there is a strong focus on developing children's communication skills. Children are surrounded by books, and staff constantly talk with children about the activities that they are engaged with. Staff introduce children to stories, songs and rhymes from their first days in the school. Staff also ensure that children develop confidence when working with number. Staff constantly look for opportunities to develop children's knowledge and understanding of the world. For example, many children were seen discussing a large map that staff had drawn to represent the different activities in the outdoor area.

The school places great importance on pupils' personal development. Staff work effectively to develop qualities such as tolerance and respect for those who are different. Pupils also enjoy the extra responsibilities they are given, such as school council members and 'Well-being Warriors'. The school provides high-quality pastoral support, particularly for those pupils who sometimes struggle to cope with school life. Pupils understand how to eat healthily and the importance of keeping physically and mentally healthy.

Staff are generally supportive of the school's leadership team. They say that school leaders are mindful of their workload and support them well in managing pupils' behaviour.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school's safeguarding leaders are well trained and ensure that staff fully understand their safeguarding responsibilities. Leaders ensure that appropriate safeguarding checks are made on all adults who work at the school. Leaders work closely with external agencies, where necessary, to ensure that vulnerable pupils and their families are given the support that they need.

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

### (Information for the school and appropriate authority)

- Leaders recognise that weaknesses in the curriculum planning for some subjects, such as geography and history, held pupils' learning back. Also, teachers did not have a good understanding of how well pupils were developing their knowledge and understanding in these subjects. New curriculum plans have recently been introduced, setting out what pupils should learn and when. Leaders now need to ensure that the plans are implemented fully. They also need to ensure that teachers make regular checks on how well pupils are learning and building their knowledge in these subjects.
- The support that is provided for pupils who struggle to develop their early reading skills is not effective. As a result, too many pupils fail to reach the expected standard in the Year 1 phonics screening check. Teacher need to ensure that the support that they provide for pupils who struggle with their early reading is structured more effectively. They also need to ensure that the books that these pupils read are at a level that matches their phonics knowledge.
- The proportion of pupils who reach the expected standard in reading at the end of both key stage 1 and key stage 2 is well below the national average. This is due to previous weaknesses in curriculum planning which have led to gaps in pupils' reading knowledge and skills. These gaps prevent many pupils from being able to learn as well as they should across all subjects. Staff need to ensure that reading is taught consistently well, so that all pupils have the opportunity to read widely and often.

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## School details

<b>Unique reference number</b>	105486
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10121963
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	443
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shelley Lanchbury
<b>Headteacher</b>	Ms Pat Adams (executive headteacher)
<b>Website</b>	<a href="http://www.crumpsalllanepprimary.org/">www.crumpsalllanepprimary.org/</a>
<b>Date of previous inspection</b>	11 December 2018, under section 8 of the Education Act 2005

## Information about this school

- There has been a significant increase in the proportion of pupils entering or leaving the school at different times in the school year. This figure is now well above the national average.
- Several members of staff have taken up subject leadership roles at the school over the past 12 months.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During this inspection, we looked in depth at reading, mathematics, science and history. We also looked at pupils' learning in geography and computing. We met with groups of pupils, curriculum leaders and teachers to talk about the quality of education at the school.
- Our inspection activity included: evaluation of curriculum planning; scrutiny of the school's self-evaluation and improvement plans; visits to lessons with leaders;

scrutiny of pupils’ work; listening to pupils read; discussions with teachers; and discussions with pupils about their learning.

- We observed pupils’ behaviour during lessons and at dinnertime. We spoke with pupils about their learning and their experience of the school. We looked at pupils’ work across a range of subjects to see how well the curriculum is implemented.
- We held discussions with the executive headteacher and other members of the senior leadership team. We also met with members of the governing body and a representative from the local authority.
- We met with subject leaders and the teacher who coordinates support for pupils with SEND. An inspector also met with the early years leader to discuss the curriculum and children’s progress.
- We looked at the school’s safeguarding records and procedures. An inspector scrutinised the checks that leaders make on staff prior to them starting at the school. We reviewed pupils’ attendance. We also discussed safeguarding and behaviour when meeting with pupils and teachers.
- An inspector met with three governors, including the chair and vice-chair of the governing body.
- We talked to parents before the school day on the second day of the inspection. We considered the 14 responses to Ofsted’s online survey Parent View. We also considered the 31 responses to the staff survey.

### **Inspection team**

Paul Tomkow, lead inspector	Her Majesty’s Inspector
Doreen Davenport	Ofsted Inspector
Stephen Rigby	Ofsted Inspector



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12 February 2020

Mr Alex Hren  
Headteacher  
Saint Paul's Catholic High School  
Firbank Road, Newall Green  
Manchester  
M23 2YS

Dear Mr Hren

**Requires improvement: monitoring inspection visit to Saint Paul's Catholic High School**

Following my visit to your school on 29 January 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8 of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

Senior leaders and directors of the trust are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order for the school to become good.

The school should take further action to ensure that:

- the plans for the development and implementation of the new curriculum are effectively carried out
- the current curriculum is effectively implemented so that Year 11 pupils' achievement in their GCSE examinations improves markedly.

## **Evidence**

During the inspection, I had discussions with you and the chief executive officer (CEO) of the Wythenshawe Catholic Academy Trust (WCAT). I also had a discussion with a member and a trustee of WCAT. Such trustees are known as directors in this trust. The member who I met is also the director of education for the Diocese of Shrewsbury. I met the chair and two other members of the local governing body. I spoke with other senior leaders and middle leaders. These leaders included the subject leaders of English, mathematics, science, geography, history and modern foreign languages. I met with groups of pupils in key stages 3 and 4 and observed pupils' behaviour during breaktime and lunchtime.

I spoke with a representative of the local authority by telephone.

I evaluated the school's self-evaluation document, improvement plan, other planning documents and a recent record of external scrutiny of the school. I reviewed minutes of meetings of WCAT. I considered the findings of a recent survey of staff views organised by WCAT. I visited a sample of lessons accompanied by a senior leader and looked at the work in a small sample of pupils' books.

I held a short discussion with leaders about the culture of safeguarding in the school.

## **Context**

Since the previous inspection, you have completed a staffing review in the school. You were supported in this by governors and directors. This led to fewer staff being employed. The number of senior leaders has reduced. The roles and responsibilities of subject leaders have been redefined.

The scheme of delegation has been re-written. This document sets out the relationship between WCAT, the local governing body and the school.

Leaders changed the timetable of the school day to include five lessons, each lasting one hour every day. At the same time, leaders introduced separate lunchtimes for pupils in key stage 3 and key stage 4.

More pupils have joined the school than have left at times other than the start of the school year.

## **Main findings**

The previous inspection report asked school leaders to improve the progress of pupils by addressing gaps in older pupils' knowledge and skills. As well as this, the inspectors found that, even though it had improved, pupils' behaviour was not yet good enough. The school has ensured that pupils' behaviour has improved. For

example, the younger pupils I spoke with are not worried by the behaviour of older pupils. During this inspection, I saw pupils behaving well. While there have been improvements to the way the curriculum is provided, these did not lead to any significant increase in Year 11 pupils' GCSE results in 2019. These results were not good enough.

Leaders have provided training to improve teachers' confidence and skills. This has supported leaders' introduction of clear expectations about how teachers can make learning effective. Subject leaders have been given more time each week to work with their departmental teams to ensure that teaching improves. This is part of a new approach in which subject leaders have more responsibility for pupils' success in each subject. Teachers are helping pupils to become increasingly successful in knowing more and remembering more in the subjects they learn. For example, in English, I saw a strong focus on building up pupils' vocabulary. However, the lessons I visited and exercise books I looked at show that some departments have more to do to ensure that pupils can do as well as possible. Leaders ensure that teachers pay attention to ways to encourage boys in their learning. For example, in mathematics, a boys-only teaching group has been set up in Year 11. In English, teachers have chosen more books and other texts that include interesting male characters.

Pupils and staff spoke to me very positively about the changes to the school day. Middle leaders said that the shorter lesson times allow pupils to keep their concentration longer throughout each lesson. Pupils feel that lunchtimes are much calmer and more pleasant. Staff who work in the canteen agree with this pupil view. I saw pupils behaving well and getting along together at breaktime and lunchtime. Pupils also behaved well in the lessons I visited. In some lower sets, a few pupils were less enthusiastic about their learning and so were less attentive to their teachers.

Senior leaders have been systematic in their approach to improving the school. They have prepared a suitably detailed overall plan for this improvement. This includes each of the weaker aspects found at the previous inspection. In addition, they have carefully analysed the school's current effectiveness. The school's record of this presents an accurate picture. Most of the aspects that leaders found needing improvement through this analysis are included in the school's overall plan. However, one or two aspects do not match up as well as possible between both documents. This creates a risk that checks on improvements could be missed. Leaders have reviewed the school's improvement against the plan. However, their records of this do not identify as clearly as possible what further steps may be needed to ensure that improvement continues as quickly as planned.

Senior leaders' plans have a sharp focus on supporting improvement in subjects that are not performing as well as others. This is particularly the case in subjects where leaders' analysis shows that Year 11 pupils did very poorly in their GCSEs in 2019. Middle leaders recognise that expectations on them have been raised. They

confirmed that the school has ensured that these higher expectations have not unacceptably increased their workload.

The new arrangements clarifying the responsibilities of the trust, the local governing body and school leaders have strengthened governance. All those involved have a better understanding of which group is responsible for what. This has enabled governors and directors to provide stronger challenge and more helpful support to the school. WCAT has reorganised its financial arrangements so that it is easier for the trust to fund development and improvement activities. This has the potential to benefit St Paul's, as well as other schools in the trust. Plans are in place for a senior leader from another school in the trust to provide more time for strategic leadership of pastoral care at St Paul's. This is in response to the particular needs of some pupils.

### **External support**

The school continues to receive support from a local, effective Catholic secondary school. This has included training and other development activities about leadership, and the curriculum, and in checking that science assessment is accurate. In addition, the local authority has provided support to improve the effectiveness of the science department.

I am copying this letter to the chair of the governing body, and the chief executive officer of WCAT, the director of education for the Diocese of Shrewsbury, the regional schools commissioner and the director of children's services for Manchester. This letter will be published on the Ofsted website.

Yours sincerely

David Selby

**Her Majesty's Inspector**