

# Coal Clough High School

Swindon Street, Burnley, Lancashire, BB11 4PF

**Inspection dates** 13–14 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses.

- Students' progress over time has been too slow, particularly in Key Stage 3. The achievement of the most able students across the school is particularly weak.
- Teaching is inadequate. Expectations of what students can achieve, particularly the most able, are too low.
- Students are not always clear enough about how to improve their work, or respond to teachers' advice, when it is provided.
- Lack of respect for and intolerance of staff shown by a significant minority of students, especially those who have recently joined the main school site, leads to too much disruption and delay to the start to lessons and so, often, too little learning takes place.
- Attendance, although improving, remains low. Too many students are regularly absent.
- Systems to track and record students' achievements are not fully developed. Leaders are not always able to clearly evaluate how well different groups of students are doing.
- The management committee has not ensured that the use of funds and resources impact positively on improving students' outcomes.
- The middle leaders are still developing their roles in checking on achievement and teaching in their area of responsibility. As a result, their impact is limited.
- Students' achievement in vocational courses is held back because more challenging higher-level courses are not offered.

### The school has the following strengths

- The headteacher, senior leaders and management committee are leading school improvement strongly, as seen, for example, in the improved behaviour of those students already at this school site and in the teaching of reading.
- Students receive helpful information to make well-informed choices about their future. A large majority move into education, training or employment at the end of Year 11.
- Good partnerships with parents, agencies and schools are helping to improve attendance.

## Information about this inspection

- The inspectors observed parts of 10 lessons and made short visits to a further four lessons. Four were observed jointly with the headteacher or deputy headteacher.
- The inspectors listened to students read in lessons and examined students' work in files and books.
- The inspectors took account of the school's procedures for safeguarding. They looked at the school development plan, leaders' evaluation of its strengths and weaknesses, curriculum and lesson planning, records of lesson observations, targets set for teachers, and documents that track students' academic and personal progress.
- Meetings were held with leaders, staff and a member of the local authority. A discussion was held with the Chair of the Management Committee and three other management committee members.
- A meeting was held with the school council and informal discussions were held with students.
- The inspectors took account of inspection questionnaires returned by nine members of staff, together with the school's own surveys of the views of students and parents. There were insufficient responses to Parent View (the online questionnaire for parents) for these to be considered.

## Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Jane Holmes

Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- Nearly all students join the school part way through their secondary education.
- The large majority of students are permanently excluded from mainstream school or are at risk of exclusion due to behavioural, social and emotional difficulties.
- The majority of students have involvement with the Child and Adolescent Mental Health Services.
- A small minority of students are new to the area or are students with medical needs. The majority of students who attend for medical reasons are unable to attend mainstream school because of anxiety or self-harm. These students remain on the roll of their mainstream school. Many of these students have anxieties around attending school and have had irregular or very low attendance in mainstream school.
- The proportion of students supported by the pupil premium is well above average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children that are looked after by the local authority. A very small, but increasing, minority of students are looked after by the local authority.
- A small minority of students has a statement of special educational needs or is undergoing the process of having their needs assessed.
- Boys outnumber girls, but there are increasing numbers of girls in recent times.
- Students come from a wide range of ethnic backgrounds although most are of White British or Pakistani heritage.
- A few students attend alternative education provided at Burnley College, Ali's Mixed Martial Arts and Commando Joe's Mentoring.
- In March 2014, the building located at Plumb Street, at which the school provided for those students with particularly complex, extreme and challenging behaviour, closed. These students are now taught alongside other students at the school's main site and had at the time of the inspection, only been at this site for just a few weeks.
- A new deputy headteacher was appointed in September 2013.
- A management committee has taken over full responsibility for the school and its budget from April 2013.

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

- Improve the quality of teaching to be consistently good or better so that students, particularly the most able, make at least good progress especially in Key Stage 3 and in writing and mathematics by:
  - raising teachers' expectations of what students can do and achieve so students are well motivated and challenged
  - ensuring that teachers always use the information from assessing what students already know and can do to plan work that meets the students' varying needs
  - improving the quality of marking so the students are clear about what they need to do to improve and ensuring they respond to the teachers' advice when given

- making sure students use and apply their writing and reading skills to a good or better standard when they complete work in the different subjects they study
  - sharing more widely the examples of good and outstanding practice across the school.
- Urgently improve students' behaviour so that all students are safe, learning is not disrupted, lessons start promptly and learning time is not lost by:
- quickly reviewing, developing as necessary and monitoring the application of the school's behaviour policy so that it helps staff to consistently and effectively meet the behavioural needs of all students in the school, especially those who have recently joined the main school site
  - providing training for all staff so that they have the skills needed to effectively manage students' behaviour, particularly those whose behaviour is very disruptive
  - encouraging students to take a pride in their work and fostering a good level of respect for staff, one another and for their school.
- Improve attendance, particularly by reducing the number of students who are persistently absent and making sure that leaders regularly check that it is improving quickly enough for the different groups of students.
- Improve the impact of leadership, management and governance by:
- improving the methods used to track, record and evaluate students' attainment and progress so it is clear how well all groups of students, especially those supported by the pupil premium, achieve
  - making sure that the action plans for improving individual teachers' performance are even more focused and monitored very closely so that inadequate teaching is eradicated and more teaching is good or better
  - developing the role of middle leaders so that they have a good understanding of how well students are doing in their subject or area of responsibility and can effectively check the quality of teaching
  - providing vocational courses with a higher level of challenge so that the students involved can achieve their potential
  - making sure that the management committee checks that where funds and resources, for example the pupil premium, have been allocated, they are having a positive impact on improving students' achievement, behaviour and attendance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management can be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Students generally join the school with levels of attainment that are below those typical for their age. The very large majority make inadequate progress and so they fall even further behind by the time they leave the school. As a result, students are denied the equality of opportunity to progress at least as well as students nationally.
- The extremely poor behaviour of a small minority of students, particularly by those who have recently moved to the main school site, causes too much disruption to learning in lessons. The start of lessons is often delayed as a result. This leaves too little time for learning. Not all staff have the necessary skills to manage very challenging behaviour well enough. For those with medical needs and those new students who have moved into the area, fall behind because they spend too much time waiting while the poor behaviour of other students is dealt with.
- Poor attendance is also a factor in students' underachievement. Although attendance is improving for some students, too many are regularly absent. This impedes their progress as too many lessons are missed.
- Achievement in writing and in mathematics is inadequate. Students' progress is too varied. It is particularly weak in Key Stage 3 consequently, the attainment of most students is well-below national expectations.
- Overall, students' achievement in reading requires improvement. Leaders have targeted reading as an improvement priority and the actions taken have been effective. Students across the school are making better progress, and for some, progress is good; however, it is still not fast enough to make up fully for students' past underachievement.
- The most able students underachieve because teachers' expectations of what they can achieve are too low. Students are not well-motivated or challenged by the work set for them.
- Some students have found it difficult to cope with the many changes of teacher and classrooms they have experienced. Recent improvements to the organisation of teaching and classrooms, such as being taught in special groups, are now starting to help improve students' achievement.
- In the past, students supported by the pupil premium have underachieved. Pupil premium funds have not been directed specifically to address the needs of eligible students. Leaders now ensure that funds are allocated to specific initiatives, such as to provide small group and one-to-one work and this is now improving the achievement for some students. Even so, students are yet to make up for their past underachievement.
- Disabled pupils and those with special educational needs underachieve because their individual needs are not well met.
- The range of subjects available at GCSE has been widened this year and, as a result, some students will gain more qualifications, such as in motor vehicle construction, and hair and beauty. However, it is not yet possible for students to attain beyond the basic level because the more challenging higher-level courses are not on offer to them.
- A large majority of students who left at the end of Year 11 in 2013 moved on to education, training or employment. Effective partnerships between the school and local authority young people's services ensure that students are provided with good information that enables them to make informed choices about their future. The few students in alternative provision make better progress than their peers, but their progress requires further improvement because overall too few make good progress.
- A large majority of the few parents who responded to the school's recent survey said that they thought that their children made good progress. However, inspection evidence confirms that achievement is inadequate.

### The quality of teaching

### is inadequate

- Although teaching is improving, its impact on students' achievement over time, across the school

is still inadequate. While some teaching is good and better, examples of such teaching in the school are not yet shared widely enough among staff to improve teaching overall.

- Not all staff have the skills needed to manage students' behaviour effectively, particularly those students whose behaviour is very disruptive and those who have recently joined the site. Trusting relationships with these students are yet to be fully established.
- In the past, the school has not set any clear targets for what they expect students to achieve over time. Although targets are now firmly in place, these are not yet challenging enough to ensure that students make good progress. Teachers' expectations of what students can do and achieve are still too low, particularly for the most able students. Students are not always fully motivated and challenged by the work provided.
- Some teachers are making better use of the information from assessing what students already know and can do to plan work that meet their varying needs. However, not all use this information well. Work and learning are based on all students completing the same task rather than making sure students all make good progress in their learning, whatever their ability or starting point.
- The quality of marking is improving but remains varied; while many teachers write positive comments to explain to students how to improve their work, students are given too few opportunities to follow up this advice quickly and to respond effectively.
- The impact of the work of teaching assistants varies widely. Sometimes, teaching assistants make a good contribution to learning because they are very clear about what they need to do to enable students to achieve their targets. However, not all teaching assistants help students to learn well because they are either not sufficiently involved with the students or their well-intentioned support is not helpful.
- The teaching of reading is improving quickly. Small group and one-to-one sessions, for example, are well tailored to meet students' particular needs. Staff are clear about what students can already do and they ensure students are given tasks that build their skills well.
- The teaching of writing and mathematics is improving but not as quickly as in reading. Students are not yet given enough opportunities to use and apply their writing and reading skills when they complete work across the subjects they study.
- Almost all parents who responded to the school's own recent survey thought that teaching was good. While inspectors judge that overall teaching is inadequate, they agree with students that it is improving, as a result of the actions taken by leaders so far.

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

- The behaviour of students is inadequate.
- Overall, students show a lack of pride in their work, lack of respect and intolerance of staff and of one another. High levels of disruptive behaviour and a high incidence of verbal assaults on staff largely go unchecked. Often, staff are unclear how to respond to such incidents, lacking the confidence to deal with it and so stand back. An atmosphere of very tight control and containment pervades in lessons and during break and at lunchtimes.
- Those students who have transferred from the Plumb Street site have had a significantly negative impact on the school and particularly on behaviour as a whole. This has set the school back following a period of good improvements in students' behaviour. Some staff are yet to acquire the skills needed to successfully manage the extremely challenging and disruptive nature of some students.
- Starts to lessons are often delayed because staff are required to deal with behaviour issues. Some staff accept poor behaviour too readily.
- The school's work to keep students safe and secure is inadequate. This is because the school's behaviour policy is not fit for purpose to support staff in dealing with students who show the most challenging behaviour. Consequently, some students' behaviour is allowed to be unsafe to themselves and to others. Plans to deliver specific training to enable all staff to support those students with the most challenging behaviour are in place but not yet undertaken. In addition,

arrangements to check that all staff consistently follow the current behaviour policy require improvement.

- Attendance, although improving, is still too low and too many students are regularly absent. This impacts negatively on students' achievement because too many lessons are missed. This also means that for those absent students, safety and security cannot be guaranteed by the school.

## **The leadership and management** requires improvement

- Senior leaders, including the management committee, are improving the school's performance in many aspects. Predicted GCSE results, although still inadequate overall, are showing rapid improvement. The attendance of many students has improved significantly and more students are now making faster progress in reading. Prior to the closure of the Plumb Street site, improvements to students' behaviour had also been made, as a result of the effective work of the deputy headteachers.
- Leaders are fully aware that more needs to be done to meet the needs and improve the outcomes of those students who have recently moved to the main campus from Plumb Street and who exhibit the most challenging behaviour; actions to do so are now underway. Training for all staff is already planned. Leaders have modified the groupings in which these students are taught in order to ensure a strong nurturing approach is adopted. As a result, these students now spend much more time in school with the same staff and more robust relationships between staff and students are emerging as a result.
- The headteacher and senior leadership team communicate clear ambitions and hold high aspirations for most students and staff. They have the confidence and trust of staff and students in their ability make a difference. There is a strong determination, shared by all leaders and among staff, that this quickly becomes a good school.
- The school has introduced a regular and rigorous system to check the school's overall performance. Leaders have an accurate view of the school's strengths and what needs to improve and have a secure grasp of how to do this. Plans for the school's future improvement are firmly in place. Well-considered initiatives, such as the introduction of a comprehensive behaviour monitoring system, effective processes for the management of the quality of teaching and to address students' underperformance, attendance and behaviour are firmly underway.
- The leadership of teaching has strengthened. Staff training is carefully targeted and has led to some improvements in teaching. Coaching has supported improvements for individual staff. Teachers are regularly observed and receive good quality feedback on how to improve. Clearer and higher expectations of what students are to achieve over time are now in place. This is helping to hold staff to account for their teaching quality and students' achievement, however, senior leaders know that they need to monitor more closely individual teachers' action plans in order to eradicate remaining inadequate teaching and to ensure that more teaching is good or better.
- Senior leaders are now establishing more effective systems to track and record students' progress and attainment. However, this is still developing and as yet, leaders do not check well enough how various groups of students, especially those supported by the pupil premium, achieve or use this information to influence decisions regarding where and how to allocate funds and resources.
- Better information about students' attainment and progress in key subjects is enabling middle leaders to make a better contribution to driving school improvement. However, their roles, including those responsible for leading English and mathematics are still developing. They do not yet have a good understanding of how well students are doing in their area of responsibility nor are they involved fully in checking of the quality of teaching.
- The school has a strongly inclusive approach and the access to a wider range of subjects at GCSE especially for students with medical needs is an example of this. The alternative provision for a small number of students is checked closely for its quality and safety and helps most students to improve their attendance, maintain an interest in education and achieve suitable qualifications. The achievement of some students who follow vocational courses is sometimes

held back because more challenging higher level courses are not available.

- The local authority has not provided the school with sufficiently focused support to ensure the smooth and effective integration of the students from the Plumb Street site. However, it has now recognised the urgent need to extend its involvement and plans are in place to provide the school with additional support.

■ **The governance of the school:**

- Although the school's budget spend is monitored closely by the management committee, they do not yet hold leaders well enough to account for making sure that funds and resources such as the pupils premium impact positively on improving students' achievement, behaviour and attendance.
- The management committee recognises that, while in the past, it has been very supportive of the school, it has not always asked searching enough questions of leaders, to hold leaders to account for the school's performance and their work.
- New appointments and training for committee members have significantly strengthened members' performance. Governors are now determined and much better placed to hold senior and middle leaders to account for improving students' achievement and monitoring the quality of teaching. They are clear about the performance management of teachers and how it links to pay. Governors are now asking more searching questions about students' behaviour, for example, and fully understand the urgent need to raise students' achievement.
- While safeguarding arrangements meet statutory requirements, arrangements to manage the safety of students in the school are inadequate.



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	128089
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	442427

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

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Robson
<b>Headteacher</b>	Kelly Dawson
<b>Date of previous school inspection</b>	14 November 2012
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