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Mr A Roll  
Waseley Hills High School and Sixth Form Centre  
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Dear Mr Roll

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Waseley Hills High School and Sixth Form Centre**

Thank you for the help which you and your staff gave when I inspected your school with John Worgan on 29 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to your staff and students.

Since the last inspection, a number of changes have been made to staffing and leadership. The senior team has been reorganised and a new faculty structure put in place. There have been changes in the subject leadership of mathematics, art, physical education and design and technology.

As a result of the inspection on 12 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The attainment of students at the end of Year 11 improved in 2010. The proportion of students who obtained five A\* to C grades in English and mathematics increased from 44% to 50%. Notably, attainment in mathematics improved. There remains a wide variation in the performance of different subjects. The school's specialist status subjects in business and enterprise continue to perform well at both Key 4 and 5. They contribute well to wider achievement and student enjoyment. The overall progress made by students was satisfactory. Girls achieved better than boys and students who are eligible for free school meals. Students with special educational needs and/or disabilities made good progress. The school's detailed monitoring systems show that current Year 11 students are on track for further improvements in 2011, particularly in English and mathematics. Results for early entry for

September 2010



mathematics and English are very positive. The school has had stable and permanent staffing in place in mathematics for a year; this is starting to have an impact on achievement. In lessons observed during the visit the needs of more able students were sometimes referred to in planning of lessons but not always consistently met. There was a lack of challenge and teachers' expectations were not always high enough.

There have been major changes in the management of teaching and learning, including the appointment of a new deputy headteacher who has responsibility for this area. These changes have already made significant contributions to improvements, but it is too early for this to be fully reflected in outcomes. There has been a significant improvement in standards of teaching. A local authority led review in November in 2010 found 33% of lessons to be good or better. The most recent observations by senior leaders judged 73% good or better, a figure which correlates closely with inspector's findings. Systems in place to monitor teaching and learning are more rigorous. A range of initiatives have been introduced to improve teaching and learning which include coaching, a focused programme of professional development, peer observations and visits to other schools with outstanding teachers. The school recognises more could be done to share good practice. There is insufficient focus on marking and assessment during observations of teaching. In best lessons, expectations are high and students make good progress because of effective teaching which meets the needs of groups and individual students. There is independent learning and good review of learning through peer self assessment. There is a good variety of challenging learning activities which engage and motivate students. In some lessons, however, the pace of the lessons is slow, students are passive and teaching is not sufficiently matched to their needs or abilities. The marking of books in mathematics is weak and does not indicate how students can improve or reach the next level.

During their time in the sixth form, students' achievement fluctuates but overall their progress is satisfactory. They make good progress on courses in business, English literature and information technology. The appointment of a Director of Sixth Form has strengthened leadership and this has contributed to improvements in provision. The day to day running of the sixth form is well managed. Notable improvements include, extra teaching time for subjects, designated study rooms and improved facilities. An increasing number of students complete their studies successfully and procedures to monitor attendance are more robust. The school has tightened up entry into the sixth form to ensure students are on the right courses. New collaborative arrangements are actively being sought to enhance provision as previous consortium arrangements are no longer viable and appropriate. The school improvement plan as yet does not sufficiently include an emphasis on the strategic development of sixth form provision.

Following the last inspection, the school's actions to bring about improvements have been decisive. The reorganisation of senior and middle leaders has ensured that systems and people are now in place to generate and sustain developments. There



are clearer lines of responsibility and accountability. Senior leaders have a sharper insight into how the school is doing and self-evaluation is accurate. Processes to implement policies are more robust and with a tighter programme for monitoring and evaluating activities in which leaders are involved. The local authority has effectively supported the school; their reviews have been helpful to improve weaker subject areas.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Davinder Dosanjh  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in (insert month and year)**

(Copy the areas for improvement from the previous section 5 report)

- Improve the students' achievement by:
  - raising attainment and improving progress in mathematics by appointing permanent staff to vacant posts
  - ensuring that more-able students make consistently good progress in every subject.
- Make the quality of learning and teaching across all subjects consistently good or better by ensuring that teachers:
  - use knowledge about the students' academic progress more effectively to plan work and provide support for individuals when required
  - make learning more interesting by having higher expectations of how students will participate in lessons.
- Improve the effectiveness of leadership and management by ensuring that:
  - senior leaders are clearer about their responsibilities and are held accountable for meeting stretching targets
  - there are robust processes for implementing policies consistently and following up shortcomings.
- Improve the strategic leadership of the sixth form by carrying out more searching evaluation of provision and using this to devise a coherent plan that makes full use of the potential of consortium arrangements.