

# Oldbury College of Sport

## Inspection report

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<b>Unique Reference Number</b>	104011
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	355506
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	James McNeillie 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>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1642
Of which, number on roll in the sixth form	153
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sally Harvey
<b>Headteacher</b>	John Martin
<b>Date of previous school inspection</b>	2 July 2008
<b>School address</b>	Pound Road Oldbury, West Midlands B68 8NE
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. The inspection team observed 39 lessons taught by 39 teachers. Inspectors also sampled the learning of students across the college by visiting parts of lessons. Meetings were held with parents, students, staff, members of the governing body, community partners and the School Improvement Partner. Inspectors observed the college's work and looked in detail at the development plan, the minutes of governing body meetings and college records of students' achievement. Inspectors considered 240 parents' and carers' questionnaires, a sample from students and 89 staff questionnaires.

The inspection team reviewed many aspects of the college's work. It looked in detail at a number of key areas.

- Is the quality of teaching consistently and sufficiently challenging, particularly at Key Stage 3, to ensure that all groups of students are making at least good or better progress?
- Are students with special educational needs and/or disabilities effectively supported?
- Do leaders at all levels rigorously use a range of monitoring evidence to improve the outcomes for all groups of students?

## Information about the school

The college is a much larger-than-average secondary school currently operating on two sites. Building work as part of Building Schools for the Future has commenced to bring the college onto one site from Easter 2013. Since September 2010, there has been sixth form provision and this is at an early stage of development. The proportion of students known to be eligible for free school meals is higher than the national average. The percentage of students identified as having special educational needs and/or disabilities is above the national average, with the highest proportion being those with moderate learning difficulties. There is also a higher-than-average proportion of students from minority ethnic backgrounds and those who speak English as an additional language.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Oldbury College of Sport is outstanding. Its motto, 'Believe 2 Achieve', is realised in students' good achievement and improvements made in recent years to the quality of teaching, the curriculum, the care given to students, their behaviour and the college leadership.

Students' attainment has improved rapidly since the previous inspection. All students, including those with special educational needs and/or disabilities, now achieve well. Key indicators of attainment such as the proportion of students achieving five grade A\* to C GCSE qualifications and grade C or above in mathematics have risen substantially. The results of examinations already taken and the college's secure, substantial and well-moderated tracking data, indicate that current Year 10 and Year 11 overall attainment has risen further and attainment in English and mathematics is set to surpass that of 2010 to at least reach the national averages. The progress students make during Key Stage 4 is more accelerated than that at Key Stage 3, due to the precise and targeted level of support offered in the later key stage.

Pupils do well at the college because they experience good teaching and an excellent curriculum. The teachers' strong subject knowledge is used well to help students understand what they are learning. Effective assessment in lessons means that students know what they need to do to improve. That said, not all teachers provide work which is consistently challenging enough or that enables students to develop as independent learners. The outstanding care, guidance and support students receive result in all groups of students feeling safe and well prepared for the next stage of their lives.

Partnership activities make an excellent contribution to students' achievement and personal development. In particular, the college's engagement with parents and carers has a positive impact on students' development. For example, the 'parental engagement group' has been instrumental in developing an effective themed approach to homework in Years 7 and 8 that is enhancing students' independent learning skills. Work with parents and carers is also having a positive impact on improved rates of attendance and punctuality. However there is still more to do.

There is a persistent drive at all levels of leadership to improve achievement. Leaders have an excellent track record of making significant improvements as demonstrated by better examination results, rising attendance and stronger teaching. The extremely effective governing body offers an excellent balance of support and challenge to the work of the college. The strength and accuracy of self-evaluation, the rigour and frequency of monitoring and high levels of accountability have accelerated the rate at which the college has improved. There is no tolerance of complacency. All of this demonstrates an outstanding capacity for sustained improvement.

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

- Increase the progress students make at Key Stage 3 by:
  - extending into this key stage the precise and rigorous intervention strategies used successfully at Key Stage 4.
- Increase the proportion of outstanding teaching by ensuring that:
  - learning activities are even more challenging to give all groups of students the opportunity to make outstanding progress
  - teachers maximise opportunities to increase students' independent learning skills.
- Raise students' attendance and punctuality levels by:
  - working with the parents and carers of those students whose attendance and punctuality require improvement.

## Outcomes for individuals and groups of pupils

2

Attainment on entry of previous and current cohorts varies from below to slightly below average. Academic progress in 2010 was above average and when taking into consideration the students' contexts it was well above average. Students make particularly rapid progress during Key Stage 4 with many making exceptional progress. College leaders are well aware that progress is not quite as good in Key Stage 3 and they have sharply focused plans in place to address this. Students with special educational needs and/or disabilities receive additional support, particularly in Key Stage 4, and the progress of those individuals with moderate learning difficulties is as good as that of their peers.

Students have positive attitudes to learning and develop knowledge and skills at good and, sometimes, outstanding rates. In lessons, they work well together in small-group activities. For example, in a particularly effective Year 10 science lesson focused on revising aspects of radiation, students were actively engaged in small group discussion throughout. They asked probing questions of each other to further their understanding. Similarly, a Key Stage 3 English lesson effectively involved all students with moderate learning difficulties to develop their reading skills resulting in good progress in analysing a story. Students for whom English is an additional language make rapid progress to access the excellent curriculum as demonstrated in observations of specific individuals, for example in Key Stages 3 and 5.

Students respond well to the college's high expectations of behaviour. Students from a range of backgrounds speak positively of respect for their differences and see this as more important than simply being tolerant of others. Their good moral development was observed in a highly effective assembly that explored the theme of conflict. It gave students an opportunity to reflect on how personal reasons for becoming angry can be applied to national and global contexts. Students take an active role in college life. They participate enthusiastically in extra-curricular activities, lead assemblies and contribute to the vision for transforming learning in the new building. The sports specialism effectively supports students' good development of leadership skills. Students successfully gain the skills they need for life beyond college as part of the core curriculum as well as specific organised events. For example, the 'LionHeart' challenge gave Year 10 students the

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opportunity to develop and apply teamwork, communication and financial skills in real-life contexts.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching is good overall. It has greatly improved since the last inspection. Several lessons seen were outstanding because of the powerful impact that leaders and managers are having in actively improving teachers' skills. Students make most progress when teachers use precise questioning to help extend understanding. Learning in these lessons happens at a brisk pace with students actively involved in challenging and interesting activities. One particularly effective Key Stage 4 mathematics lesson focused on the transformation of shape. The students made good progress because the well-structured range of activities challenged them to apply their prior knowledge and develop their skills, and they did so very well. They know in detail, through marking and verbal feedback, what they need to do to improve. The quality of written feedback, however, is not consistent throughout all year groups. In lessons where progress in learning is not as rapid, teachers talk for too long which limits opportunities for students to extend their independent learning skills. On occasions, the level of challenge given to all groups of students does not push them to and beyond their limits. The relentless drive to improve the quality of teaching means that the college is implementing strategies to ensure students achieve their best in all lessons.

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The outstanding quality of the curriculum has enabled students' outcomes, such as their engagement in and attitudes to learning, preparation for their future lives and progress to improve rapidly. Without this excellent provision, the college's effectiveness would not be as strong. The college provides a particularly effective range of transition activities that result in students making a brisk start in Year 7. The introduction of the 'accelerated pathway' in Year 9 is an excellent example of innovative curriculum design. The impact of this can be seen in the rapid progress of many of the students involved. At Key Stage 4, curriculum pathways ensure programmes are tailored for the full range of students' abilities. The college has excellent partnerships with local organisations. These give opportunities for potentially disaffected and vulnerable students to be equipped for life beyond college. The curriculum is under constant review and its richness and personalised nature is enhanced by the sports specialism. As a result, there are very few students who are not in education, employment and training once they have left the college.

Care and support for students are exceptional. They are known as individuals and offered high quality academic and personal guidance. The work of the student welfare team is celebrated in comments from parents and carers. This team works with exceptional impact with a wide range of agencies to support those students who face challenging circumstances. For example, students who previously were reluctant to attend college now attend well, have positive friendship groups and are making good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

A relentless focus on improving the achievement and well-being of all students has been at the heart of the headteacher's vision for the college. All leaders share this vision and, together, their expertise has resulted in significant and continuing improvements since the previous inspection. All staff who submitted a questionnaire said that they were proud to be a member of the college, knew its aims and the vast majority said their contributions were valued. These responses are testament to how effective leaders are in motivating and supporting staff. The governing body offers an exceptional degree of support and challenge. Its members are intimately involved in self-evaluation and contribute significantly to the cohesive outstanding leadership of the college.

College improvement planning and self-evaluation are precise, rigorous and honest. Leaders know the college's context well and set challenging targets. The raising achievement team is at the core of the college's development focus. The impact of their work is shown in the very strong progress students make in Key Stage 4 and the increasing rates of progress at Key Stage 3. The exemplary leadership of teaching and

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learning has resulted in rapid improvements in the overall quality of teaching. Strategies put in place to address weaker and extend good teaching have had a noticeable impact in enhancing the quality of teaching and increasing the rate of students' learning. This can be seen in the college's 'STARS' programme which brings together teachers of different experience levels to support each other and ensure that learning and teaching are at the heart of the college's professional development opportunities. The recent revision of the marking policy was led by the college's executive heads of department group in consultation with parents and carers, staff and students.

Students' safety is a high priority and the procedures in place to secure this are good. Consequently, students feel safe while at college and the vast majority of parents and carers agree. Thorough analysis of performance data, for example by gender and ethnicity, allows college leaders to intervene when necessary and meticulously tackle any differences to ensure good equality of opportunity. There is a cohesive college community where groups from different backgrounds get on well together. A productive working relationship with local organisations, such as the police, supports community harmony. The college's specialism makes a positive contribution to the local community, for example through the 'Sam's Gym' facility. The college has a good overview of community cohesion, and has a strong understanding of local and wider contexts.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Sixth form

The sixth form opened in September 2010 and is at an early stage of development. Teaching and the quality of learning and progress are generally good, but opportunities to extend students' independent and critical thinking are not consistent. The curriculum offer is balanced and increasing as a result of effective partnerships with other institutions. Some students joined this sixth form in Year 13 after being on roll at a local further



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education college and action is being taken to address any previous underachievement. College leaders have considered students' views and, in positive response to these, have made adjustments to learning and the curriculum. Students' progress is generally tracked effectively and they are cared for and supported well. Good self-evaluation has identified areas to be strengthened and there is a clear action plan in place to address these.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Views of parents and carers

The very large majority of returns expressed a positive view of the work of the college. However, some parents and carers indicated that the school did not take account of their concerns. The least positive response was the extent to which the college helped students to have a healthy lifestyle. Inspection evidence confirmed that students' take-up of extra-curricular activities and understanding of what makes a healthy diet were good. Parents and carers were happy with their child's overall experience, that their children were kept safe and learners' needs were met.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oldbury College of Sport to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 240 completed questionnaires by the end of the on-site inspection. In total, there are 1642 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	26	152	63	22	9	4	2
The school keeps my child safe	63	26	157	65	13	5	3	1
My school informs me about my child's progress	55	23	143	60	36	15	5	2
My child is making enough progress at this school	65	27	148	62	12	5	5	2
The teaching is good at this school	54	23	157	65	18	8	3	1
The school helps me to support my child's learning	55	23	148	62	24	10	5	2
The school helps my child to have a healthy lifestyle	32	13	146	61	52	22	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	25	132	55	26	11	4	2
The school meets my child's particular needs	56	23	161	67	14	6	4	2
The school deals effectively with unacceptable behaviour	55	23	145	60	20	8	12	5
The school takes account of my suggestions and concerns	38	16	151	63	30	13	7	3
The school is led and managed effectively	57	24	148	62	19	8	3	1
Overall, I am happy with my child's experience at this school	75	31	142	59	14	6	4	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 February 2011

Dear Students

**Inspection of Oldbury College of Sport, Oldbury, B68 8NE**

Thank you for being so welcoming when we visited your college recently and spoke to some of you in lessons, at lunchtime and during breaks.

We judged that your college is outstanding. The very large majority of you told us you enjoy college, felt safe and that Mr Martin and his colleagues are doing a good job. We agree with you and judge that they are outstanding at what they do.

We were impressed with your good behaviour in lessons and around the college sites. You treat each other with respect. Many of you participate in the wide range of extra-curricular activities that are on offer. The curriculum that you experience is excellent.

The examination results are improving and you make good progress. Your college prepares you well for the next stage in your lives. We have asked Mr Martin to make this even better by further improving examination results and the progress you make, particularly during Key Stage 3. Most of the teaching you receive is good and some is outstanding. We have asked your college leaders to make certain that all teaching is as strong as the best. You can help by responding positively when teachers challenge you to make as much progress as you can. We have also asked teachers to extend the opportunities available to you to become successful independent learners. Finally, we want your college to help the few students who do not attend regularly to do so.

We wish you every success at your outstanding college.

Yours sincerely

James McNeillie

Her Majesty's Inspector

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