

# Frankley Community High School

## Inspection report

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<b>Unique reference number</b>	103529
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	376923
<b>Inspection dates</b>	13–14 March 2012
<b>Lead inspector</b>	Ahson Mohammed

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 of pupils on the school roll</b>	382
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Bannister
<b>Headteacher</b>	Jane Harris
<b>Date of previous school inspection</b>	24 June 2009
<b>School address</b>	New Street Birmingham B45 0EU
<b>Telephone number</b>	0121 464 9901
<b>Fax number</b>	0121 464 8706
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<b>Age group</b>	11–16
<b>Inspection date(s)</b>	13–14 March 2012
<b>Inspection number</b>	376923



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## Introduction

Inspection team

Ahson Mohammed

Additional inspector

Susan Laffey

Additional inspector

Christine Bray

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 21 lessons taught by 18 teachers, of which six were joint observations with members of the senior leadership team. They also visited five tutor group sessions. Inspectors carried out brief visits to a series of other lessons and held meetings with senior leaders and other staff, groups of students, and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at: the tracking of students' progress; performance data; students' work; school and subject development plans; policies and other school documents; incident logs; and case studies. Completed questionnaires from 34 parents and carers, 91 students and 29 staff were received and analysed.

## Information about the school

This school is smaller than the average-sized secondary school. The proportion of students known to be eligible for free school meals is well above average. Most students are of White British heritage, and the proportion of students who speak English as an additional language is very low. The proportion of students with disabilities and those who have special educational needs is well-above average. The school holds a number of awards including Artsmark Gold and Sportsmark. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

In November 2010 an Ofsted monitoring visit judged the school as having made good progress since its previous inspection and the capacity for further improvement was outstanding.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

### Key findings

- This is a satisfactory school. It is rapidly improving because of improvements in the quality of teaching and the positive impact of structures put into place to track the progress made by individual students and close gaps in their prior learning. Its overall effectiveness is not yet good because these improvements have to become fully embedded and fully reflected in students' achievement and better attendance.
- Attainment is rising and by the end of Key Stage 4 is broadly average. This represents satisfactory achievement and reflects the positive impact of strategies used to counter past underperformance.
- Teaching is satisfactory but improving as a result of continuing professional development. Strengths in teaching that have contributed to better learning include a good variety of activities that engage and enthuse students, and providing feedback to give clear steps for better progress.
- Behaviour and safety are satisfactory. The school provides a safe environment for learning. Students are generally well behaved. In a minority of classes, progress is slower than expected because students are not always taking responsibility for their own learning.
- Leadership and management are satisfactory. The headteacher and the newly-formed leadership team are taking the necessary steps to improve the rate of students' progress. Accurate school self-evaluation has informed key priorities and actions. Although the quality of leadership is satisfactory overall, it is improving as the capacity of subject leaders strengthens. The leadership team monitor the quality of teaching well and are clear about areas for further improvement. However, this monitoring is not part of subject leadership. The curriculum provides satisfactory opportunities for students to improve their key skills and develop their social skills.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Strengthen teaching further to accelerate progress in lessons and raise attainment in all subjects by:
  - ensuring teachers always provide challenging activities matched to the needs of the students
  - systematically review progress with students through written and oral feedback so that they understand clearly what to do to improve.
  
- Develop the capacity of those that have responsibility for subjects by:
  - increasing the effectiveness of monitoring and evaluation systems to drive improvements in teaching consistently across the curriculum.
  - sharing the good practice that exists within the school so that it is applied in all curriculum areas.
  
- Improve attendance throughout the school by:
  - reducing the number of students who are persistently absent to at least match the national average
  - extending analyses of attendance and punctuality data to evaluate the impact of interventions so further actions can be targeted more effectively.

## Main report

### Achievement of pupils

Progress over time is satisfactory and the pace of learning is accelerating because previous underachievement has been robustly tackled. From below-average starting points, attainment is now broadly average and rising. For example, the proportion of students attaining five GCSE passes including English and mathematics at grades A\* to C has risen four-fold since the time of the previous inspection. The school now systematically tracks students' progress to support students who are behind in their work, so they catch up in good time. Current tracking data indicate that this is having a positive impact on attainment and progress with gaps in performance closing, particularly at Key Stage 4. Where activities are closely tailored to their needs, students are making rapid progress. In a Year 11 work skills lesson, less-able students made good progress because the teacher provided good levels of challenge through a variety of tasks that tested and extended their understanding.

Learning also proceeds briskly in lessons where activities engage, enthuse and promote active participation. For example, in a Year 9 religious education class, effective questioning to assess understanding, clarity of expectations and careful planning led to students working independently at a brisk pace. Students were then able to discuss ethics of organ donations from views of differing faiths and cultures. The pace of progress remains uneven where the intended learning outcomes in lessons lack sufficient challenge. At times, students do not have the confidence to

take risks and they remain passive when presented with work with which they are unfamiliar.

A trend of improvement is becoming embedded across the school. Students have generally responded positively to teachers' higher expectations and have benefited from the adaptations made to the curriculum to improve their rates of progress. Year 11 students spoke confidently about the challenges presented by early entry to GCSE courses, including mathematics and religious education. Students with weaker literacy skills have also benefited from targeted support in reading and writing that has promoted increased progress across different subject areas. In general, students with disabilities and those with special educational needs achieve at least as well as others. The feedback from parents and carers of students of all abilities reflects satisfaction with the support for their children that has enabled them to make better progress in their learning, and inspectors endorse these views.

### **Quality of teaching**

Improvements in teaching since the previous inspection have enabled students to make at least satisfactory progress relative to their starting points. While teaching is satisfactory overall, the proportion that is consistently good or better is rising. This improvement has been aided by regular checks carried out by the leadership team to monitor improvements to teaching. A large majority of parents and carers who responded to the questionnaire were positive about the quality of teaching, and inspectors endorse its improved quality.

Changes to the curriculum structure since September 2011 have ensured that classes are almost always taught by subject specialists. Teaching contributes to students' spiritual, moral, social and cultural development by encouraging students to work collaboratively with respect for each other. For example, in a Year 10 art lesson, students worked together to develop face masks with the theme of flight. The complementary skills of each member ensured that progress was brisk and the quality of the end product was high. Students speak positively about such teaching and learning experiences.

Teaching that is good or better includes a wide variety of tasks that provide challenge for different groups and individuals within a class. Teachers review progress regularly and adapt activities to ensure that the pace of learning is maintained. In an outstanding Year 11 textiles lesson, students were engrossed in their work and a sense of urgency was created by questioning that challenged and extended their thinking. This promoted exemplary behaviour as they took responsibility for their own learning and supported each other.

Where teaching is less effective, opportunities are missed to build students' resilience and confidence to participate. Assessment information is not used precisely enough to plan work which matches students' needs. At times, teachers over-direct students, inhibiting their opportunities to work with genuine independence. While students know their target levels or grades and their current working levels, in many subjects they do not have a clear idea of what they need to do to improve their work. This is because advice given in marking is too general. Inspectors observed a number of occasions where students were on report to check on their engagement at the start,

middle and end of the lesson: students responded positively to this strategy. The emphasis on literacy has helped to boost students' skills and to raise reading ages considerably. The timetable has been temporarily revised to create time for students to receive intensive literacy support to eradicate their weakness so that they can better access the mainstream curriculum and those with special educational needs benefit considerably.

### **Behaviour and safety of pupils**

The higher expectations for behaviour are welcomed by the students, who report that disruption has been reduced and is uncommon. All students, including disabled students and those who have special educational needs, participate and learn successfully because of this and the good support that they receive. Incidents of poor behaviour are not tolerated. Positive action by the school led to a large number of fixed term exclusions, but these have now reduced to below that at the time of the previous inspection.

Overall, behaviour in lessons is satisfactory and contributes to satisfactory learning. Some students, together with their parents and carers, say that in a small number of lessons students behave poorly and this affects their learning. The school tracks incidents of poor behaviour and satisfactory strategies exist to tackle it with a range of rewards, sanctions and clear procedures which staff and students follow. Attendance is below the national average but has improved each year since the previous inspection due to the relentless efforts made by the school. However, the school still faces the challenge of improving the attendance of those that are persistently absent. The school makes regular contact with families using the attendance and punctuality data to encourage students to attend.

Parents and carers say that their children feel safe in school and students confirm this in their comments to inspectors. This is because there are clear procedures to keep students safe and because most students behave sensibly. Inspectors found a number of examples where students whose circumstances made them vulnerable had been helped to develop skills of assertion and self-confidence to deal with the challenges of everyday life. Students understand how to keep themselves safe. The incidence of bullying is low. Students are aware of different types of bullying, including cyber bullying, and know what to do where this occurs. Students say that any incident of bullying is tackled quickly.

### **Leadership and management**

Significant and ongoing changes have been managed by the vision and clarity of purpose of the headteacher and the leadership team. This 'can do' approach is being embraced by all staff. Senior leaders ensure equality of opportunity and inclusion for all. Students whose circumstances make them vulnerable or who previously displayed challenging behaviour now enjoy their learning and make at least satisfactory progress. Since the previous inspection, leaders have brought about many improvements that are making a difference to the students. The school has reduced exclusions, raised attainment and has improved attendance. It has revised the curriculum to ensure that it meets the varying needs and aspirations of its students. These actions demonstrate a secure capacity to make further

improvements.

Monitoring and evaluation are still largely undertaken by senior leaders, although subject leaders are beginning to develop their expertise. The quality of subject leadership is variable, but improving. Actions taken by subject leaders sometimes lack the clarity and precision needed to make an impact on teaching quality. Where subject leadership is strong, for example in English, then the progress made by students and improvement in teaching quality is good. However, this practice is not shared across the school.

The curriculum is satisfactory. A strength of the leadership is the way senior leaders continually evaluate the impact of the curriculum and adjust it to better meet the needs of students. For example, leaders have created intensive learning focus weeks where students have large blocks of time to complete projects. Extra-curricular learning opportunities further enhance students' spiritual moral, social and cultural development and, for example, there are good opportunities for students to learn a musical instrument. A range of actions are taken to ensure that the students' spiritual, moral, social and cultural development is embedded in subjects and promoted. Opportunities are made available for visits to theatres and for groups to come into school to address 'life issues' and cultural awareness, such as being British or Britain as a multicultural society. These learning opportunities make for a cohesive learning community in which students develop important personal skills enabling them to develop as responsible adults in later life.

The governing body is very supportive of the school and fulfils its statutory duties. It has a good understanding of the needs of the local community and is committed in meeting these fully. It is becoming increasingly effective at holding the school to account for students' achievement and understands that there is much work to do to continue the school's drive for improvement. Procedures for the safeguarding of students are secure and meet statutory requirements.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



15 March 2012

Dear Students

### **Inspection of Frankley Community High School, Birmingham, B45 0EU**

Thank you for the welcome you gave to us during the recent inspection of your school. Inspectors judge that you go to a satisfactory school. We found it very helpful to talk to you, look at your work and visit your lessons. Teaching has improved since the previous inspection. This is because teachers are able to track your progress more effectively through regular checks. Behaviour is satisfactory and improving as more of you get involved in your learning. Some of you told us that the behaviour code has vastly reduced the number of times when lessons are disrupted. Our observations show that standards are rising rapidly. The improvements in your work, your behaviour and attitudes reflect the school's positive learning culture. You clearly enjoy a range of learning opportunities beyond school, especially those in sport and music.

Your school is led effectively by your headteacher and the team of leaders, who are determined to ensure that it provides the best for every one of you. To help improve your school further, we have asked the governing body, your headteacher and the staff to raise your achievement in all subjects by:

- making sure that you are all challenged to produce your best and are able to work more independently of your teachers
- giving you good advice on how to improve your work and reach your targets during your lessons and through the day-to-day assessment of your work
- ensuring that heads of department play a full part in improving the quality of teaching in their subjects.

You have an important part to play by taking responsibility to attend on time, avoiding days away from school and being prepared to work and achieve your challenging, personal learning targets.

Yours sincerely

Ahson Mohammed  
Lead inspector

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