

Stockland Green School

Inspection report

Unique Reference Number	103504
Local Authority	Birmingham
Inspection number	355395
Inspection dates	8–9 November 2010
Reporting inspector	Roger Whittaker

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	683
Appropriate authority	The governing body
Chair	Alan Wharton
Headteacher	Neil Wallace (Associate Headteacher)
Date of previous school inspection	19 September 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 33 lessons, observed 33 teachers and held meetings with governors, the local authority representative, staff and groups of students. They observed the school's work, and looked at the school improvement plan, safeguarding policies, department reviews and monitoring data in relation to students' progress and the quality of teaching. Inspectors also took account of 42 parents' and carers' questionnaires, 92 students' questionnaires and 47 staff questionnaires received.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How has the school addressed the issues raised at the last inspection, for example to develop more rigorous self-evaluation, so that progress has been made in improving students' outcomes?
- How consistent have leaders and managers, at all levels, been in addressing the need to raise standards?
- How have the school's initiatives to improve the personal development of students resulted in better behaviour and attendance?

Information about the school

Stockland Green is a smaller than average school which has held technology status for the last five years. The number of students with special educational needs and/or disabilities, including those with a statement of educational needs is much higher than average. In addition, a minority of students need behavioural support. The percentage of students from minority ethnic backgrounds and those who are eligible for free school meals is well above average. The school is now part of a hard federation with Arthur Terry School and has gone through a period of significant change in staffing, both at senior and middle management, and in teachers since the last inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

Strong senior leadership is ensuring that well-thought out strategies for improvement are having a positive impact on provision and, in turn, on outcomes for students. Stockland Green School is a good school. It is rapidly improving and has some outstanding features, such as governance, partnerships and equality. The excellent support from the outstanding Executive Headteacher and his staff from Arthur Terry School have contributed significantly to this improvement. The good and improving curriculum and the good care, guidance and support ensure that the needs of all students are well met. Improvements in much of the quality of teaching are engaging students more effectively so that behaviour, attitudes to learning and progress are now good. As a result, attainment, which was below average in 2007 and for key subjects declined even further in 2008, has improved rapidly so that present Year 11 students are now working at levels above national averages. This is evident in the progress made in lessons and through the school's accurate tracking data. Other outcomes for students have benefited from the improved provision. For example, students' attendance is now above the national average and students are now well prepared for their future economic well-being.

The school has good capacity not only to sustain current levels of performance, but also to improve even further because it now has a good track record of improvement. This includes improving the monitoring of teaching and exceeding the National Challenge targets as well as the challenging targets the school has set itself. Most staff understand fully what the school is striving to achieve and are committed to these goals. The school has good self-evaluation and is increasingly improving monitoring and evaluation at department levels.

Despite the significant improvements that have been made, areas of unevenness remain in a few areas. The school has accurately identified these and set them as priorities in its improvement plan. There is still some variation in the progress students make in lessons. This is because, although teaching has improved significantly with many good and some outstanding lessons, there remains some inconsistency in the use of assessment to support learning and in the quality of planning.

What does the school need to do to improve further?

- Remove the inconsistencies in the quality of teaching so that the very large majority of lessons are good or outstanding by ensuring that:
 - students know what they are expected to learn in lessons, how well they are learning and what they need to do to improve even more
 - teachers plan lesson activities, which engage students so that they work with interest and enthusiasm.

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Outcomes for individuals and groups of pupils

2

Students join the school with below average attainment. By the time they leave, the majority now have attainment which is in line with national average. In 2007, the attainment for most students was below and for some significantly below national averages. There was some improvement in attainment in 2008, but key subjects remained significantly below average. The restructured leadership and management team, as part of the hard federation arrangements with Arthur Terry School, was quick to deal with the situation and, consequently, improve the learning and progress of students. The present Year 11 students are now on track to achieve beyond the school's and the National Challenge targets for 5 A* to C GCSE grades including English and mathematics and so achieve above the national average.

Students' attitudes to learning and their ability to apply themselves in lessons are good. For example, in a textiles lesson students were able to research logo designs for use in planning a logo for a school bag. This is reflected in the good progress they make in lessons. The rate of progress students make over time has been improving. Even in some lessons where teaching is satisfactory, students continue to make good progress because of their positive attitude. However, in a few lessons some students are quick to move off task and so disrupt their own learning and that of others. The progress of individual students with special educational needs and/or disabilities and the students from minority ethnic backgrounds is in line with the overall rate of progress.

Students demonstrate many positive attributes in their personal development. They show a good understanding of how to be safe. They say that bullying incidents are rare and that they are confident that there is always a member of staff to talk to should the need arise. Students were particularly enthusiastic about the prefect system which gives them opportunities to support younger students. Students' behaviour has improved since the last inspection. It is now good both around school, at break and lunch time, and in the large majority of lessons. Students are very well aware of what makes a healthy lifestyle. However, they feel that they still need to take more responsibility for adopting a healthy lifestyle.

Students are effective members of their school community but do not have sufficient opportunities to engage in the wider community. The school's technology status has contributed to students working with partner primary schools and so helping the transition for students joining Stockland Green School in Year 7. Students have a good sense of right and wrong and most show respect to their teachers and other students. They show a curiosity in the world around them and are keen to participate in a good range of social and sporting settings and confidently express opinions on a range of issues concerning moral and social issues.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Good relationships between students and teachers create a positive environment for learning which results in students making good progress over time. Many teachers are knowledgeable and passionate about their subjects and transmit their enthusiasm to the students. In the best lessons, planning is effective and clearly linked to the demands of the national curriculum and the needs of individual students. The lively delivery of a range of learning activities ensures good pace and challenge and that students are engaged in their learning. Focused questioning is used well so that the teacher is clear about the learning of all students. For example, in an English lesson students were able to illustrate good use of descriptive writing through an imaginative question and answer session. Despite many strengths in teaching observed during the inspection, there remain some inconsistencies. Opportunities are sometimes missed to use assessment information to enable students to know what they can do and how to improve and to give students regular feedback both verbally and through marking.

Students comment very positively about the good range of opportunities available to them, both within the curriculum and as extra-curricular activities. The school offers a broad and balanced curriculum catering well for both the academic, vocational and personal needs of students. The curriculum encompasses a strong element of language and literacy that ensures students with additional learning needs receive extensive support. A thematic approach is used to develop language skills within other contexts,

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with students realising the importance of being able to transfer skills learnt in one area into other areas of the curriculum. Gifted and talented students are supported through additional timetabled sessions, visits and initiatives such as 'aim higher'. Subject leaders take responsibility for evaluating their part of the curriculum and the school enthusiastically ensures that students' views are part of the process. The school recognises that some of the recent curriculum developments have not had time to impact fully on the progress made by students.

Students are enthusiastic in their praise of how well the school cares and supports them. One student said, 'Teachers are always available to help if you need it'. Students are known as individuals, and a strong pastoral system supports intervention, where necessary, through outstanding links with outside agencies. Evidence was seen of the effective provision made for students who had diverse and challenging needs. Good transition arrangements for students who join Year 7 enable them to settle into their new school quickly and smoothly. Good systems are in place to promote attendance and have resulted in improved attendance figures, which are now above the national average.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The drive and enthusiasm of the effective Associate Headteacher and the outstanding vision and experience of the Executive Headteacher have focused the school on raising standards through creating a culture of high expectations. They are well supported by the senior leadership team. Effective recruitment strategies have been used to ensure that restructuring of the staff at all levels has played a significant part in improving students' progress. As a result, most staff show a strong willingness to improve their practice. Roles and responsibilities are clearly defined and staff are held to account for their performance. However, there is still some variation in the quality of teaching. While a large majority of lessons are good and outstanding there are still some lessons which are satisfactory because teachers are not consistently ensuring that students know what they can do and what they need to do to improve in lessons. The school's self-evaluation has identified this and suitable plans are put in place to tackle the inconsistencies.

The school has developed appropriate systems to communicate with parents and carers, however questionnaires received show that a small minority do not feel that the school informs them of how to help support their children's learning. Extensive and very effective partnerships enhance the school's provision to contribute to the achievement and well-being of students. The school's promotion of equal opportunities is outstanding. There is no evidence of discrimination because the school has tackled instances of inequality

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identified exceptionally well. This is especially true of progress made by students in lessons. Students from a very low starting point are now achieving well and all students make progress at the same rate. The school's approach to community cohesion is satisfactory because it is at an early stage in the implementation of plans to fill gaps in provision identified in its audit. The governing body has made an excellent contribution to the improvements that the school has made. They take account of parents' and students' views and use them to inform strategic planning. The systems and procedures, by which they challenge the staff, by holding them to account for their actions and outcomes, are outstanding. Good safeguarding procedures involve good record keeping, which is constantly reviewed and closely monitored.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

A very small minority of parents and carers responded to the questionnaire, but those who did were generally positive about the education their children received at Stockland Green School. Most of their views are in line with the judgements made by the inspectors, particularly in relation to how well the school keeps students safe and how much their children enjoy school. A small minority said that the school did not help them enough to support their children's learning. The inspectors found that the school were aware of this and were making more effort to enable all parents and carers to support their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stockland Green School 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 683 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	36	25	60	2	5	0	0
The school keeps my child safe	16	38	24	57	1	2	0	0
My school informs me about my child's progress	15	36	19	45	5	12	1	2
My child is making enough progress at this school	14	33	22	52	4	10	0	0
The teaching is good at this school	8	19	27	64	4	10	1	2
The school helps me to support my child's learning	9	21	19	45	9	21	1	2
The school helps my child to have a healthy lifestyle	12	29	16	38	7	17	0	0
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)	9	21	23	55	3	7	0	0
The school meets my child's particular needs	11	26	23	55	5	12	0	0
The school deals effectively with unacceptable behaviour	10	24	25	60	4	10	0	0
The school takes account of my suggestions and concerns	8	19	24	57	4	10	0	0
The school is led and managed effectively	12	29	25	60	5	12	0	0
Overall, I am happy with my child's experience at this school	16	38	20	48	3	7	1	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



10 November 2010

Dear Students

Inspection of Stockland Green School, Slade Road, Birmingham, B23 7JH

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We enjoyed being in your lessons and were impressed with the maturity with which you told us your views. We have decided that your school is a good school. It is improving rapidly and has some outstanding features.

These are some of the school's strengths.

You now make good progress so that standards you reach by the end of Year 11 are in line with national average. Coupled with your good attendance, this means that you are well prepared to move on to further education or training.

You contribute well to your school especially when taking responsibility as prefects or on the school council.

The teaching is good and you are given opportunities to be involved in interesting activities.

Staff take good care to ensure you are looked after well and supported during your time at the school.

Your headteacher and senior staff are enthusiastic and committed to improving the work of the school further so that you are progressing and achieving as well as you can.

We have asked the school to make the following improvements.

Remove the inconsistencies in the quality of teaching so that a very large majority of lessons are good and outstanding by making sure that you always know what you are expected to learn in lessons, how well you are doing and what you need to do to improve.

You can help the teachers by continuing to work hard in all lessons.

Yours sincerely

Roger Whittaker

Lead inspector

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