

# Great Wyrley High School

Hall Lane, Great Wyrley, Walsall, WS6 6LQ

**Inspection dates** 27–28 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement is not improving quickly enough, especially in mathematics. Too few students make good progress over time.
- Too much teaching requires improvement. In some lessons teachers set work that does not always help students to learn well and achieve their targets.
- Teachers do not always use resources and set students work that helps them to make rapid progress.
- The marking of students' work is not consistently good and does not always clearly inform students what they need to do to improve.
- In a number of instances there are too few opportunities for students to develop their skills to work on their own.

### The school has the following strengths

- Since the previous inspection the quality of teaching has improved.
- The behaviour of students and their attitudes to learning are good.
- Bullying is rare and students feel very safe.
- The sixth form is good. Students make good progress and are well prepared for the next stage of their education, training or employment.
- There is a good range of courses and opportunities that contribute well to students' spiritual, moral, social and cultural development.
- Senior leaders and governors know the school's strengths and what needs to be done to improve it further. They have been successful in improving teaching and raising student achievement.

## Information about this inspection

- Inspectors observed 40 lessons taught by 36 teachers. Two lessons were observed jointly with members of the senior leadership team.
- Inspectors looked closely at the school’s work, including the school’s analysis of how well it is doing and its improvement plan, the school’s information on students’ progress and students’ work, documents relating to behaviour and safeguarding and minutes of meetings of the governing body.
- Meetings were held with four groups of students, staff, three members of the governing body and a representative of the local authority.
- Inspectors took account of the 42 responses from parents recorded in the on-line questionnaire (Parent View), together with the 302 responses to the parents’ questionnaires carried out by the school between September 2011 and July 2012.

## Inspection team

Alan Parkinson, Lead inspector

Additional Inspector

Charlotte Evers

Additional Inspector

Julie Griffiths

Additional Inspector

Jerry Seymour

Additional Inspector

## Full report

### Information about this school

- Great Wyrley is a larger-than-average sized secondary school.
- The proportion of students known to be eligible for the pupil premium is above the national average. The pupil premium is the additional funding based predominantly on the number of students known to be eligible for free school meals and a few in local authority care.
- The proportion of students from minority ethnic backgrounds is well below the national average.
- The proportion of students who speak English as an additional language is well below the national average.
- The proportion of disabled students and those who have special educational needs supported through school action is slightly below the national average. The proportion of those supported through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school uses South Staffordshire College to provide alternative provision for some students. It also uses VIP Academy, Jane Lane Skills Centre, Independent Learning Centre, together with various businesses which are privately run organisations that offer alternative provision for some students.
- The school has a nurture group for some Year 7 students that do not find the move from primary school easy and require extra support.
- Since the previous inspection the school achieved the Information, Advice and Guidance Quality Mark award and the Dyslexia Friendly award.

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

- Improve teaching further so that it is at least consistently good or better in all lessons by:
  - setting tasks to better meet the needs of all groups of students to enable them to make rapid progress
  - making sure that teachers' marking of students' work always provides students with clear and precise guidance on what they need to do to improve
  - giving more opportunities to students to find things out for themselves.
- Raise achievement of students further, particularly in mathematics, by:
  - increasing the proportion of students making good or better progress
  - give support that helps all groups of students to learn more quickly.

## Inspection judgements

### The achievement of pupils requires improvement

- The proportion of students gaining five or more GCSE passes at grades A\* to C including English and mathematics remain below the national average. The proportions increased in 2012 to 56% having fallen to 44% in 2011.
- In 2012, the unvalidated results indicate that the proportion of students gaining A\* to C grades in English was above the national average having been well below in 2011. However, the proportion of students gaining A\* to C grades in mathematics, although increasing in 2012, remains well below average.
- The proportion of students making expected progress in English increased from being well below average in 2011 to slightly above average in 2012. The proportion of students making expected progress in mathematics also increased in 2012 but remains well below the national average.
- Since the previous inspection the school has introduced new processes to check on the progress of students. These show that the proportion of the current Year 11 students making expected progress in English and in mathematics is improving. This is due to the recent improvements being made in the quality of teaching. However, it is too soon for the school to show that this progress has been sustained.
- There are no significant variations between the achievements of different groups of students over time. Disabled students and those who have special educational needs who are supported through school action, school action plus or with a statement of special educational needs progress as well as all other students. The support given to the students through the nurture group has been particularly good and has enabled them to make good progress.
- In 2012, students known to be eligible for free school meals achieved approximately one GCSE grade lower than all other students in English and mathematics. However, the school's information on the current Year 11 shows that those students are currently only one quarter of a GCSE grade lower. This shows that the gaps are closing. This is because the funding is well spent on additional staffing and activities to develop literacy and numeracy skills to provide support to those students at risk of falling behind.
- Students who are eligible for the Year 7 catch-up premium receive additional support to develop their literacy and numeracy skills. As a result, they make similar progress to that made by other students.
- The few students from minority ethnic backgrounds and those who speak English as an additional language make similar progress and sometimes better progress than their peers in a range of subjects.
- The school entered some Year 10 students early for GCSE English in 2012. Of these most achieved grades A\* to C. All students achieving grades A to C re-sat the examination. As a result a few achieved a higher grade. The school is not entering students early for GCSE examinations in 2013.
- Students following courses in establishments away from the school site receive good support and achieve well.

- Although students' attainment on entry to the sixth form is generally below national comparisons, particularly for A-level courses, they make good progress and attainment is improving.

### **The quality of teaching**

### **requires improvement**

- Teaching overall requires improvement because not enough is consistently good or better. In some lessons where teaching is less effective, teachers do not identify quickly enough where learning is too slow and do not plan their work well enough to set tasks and activities that enable students to learn well, whatever their ability. On occasions, teachers do not give students the chance to contribute to their learning through finding things out for themselves.
- Although teachers mark students' work regularly, they do not always give specific written comments that tell students what they need to do to improve. As a result, students do not always make good progress.
- Teaching has improved since the previous inspection and teaching in a few lessons is outstanding. In the best lessons, teaching is well organised and planned. Teachers have good subject knowledge and set tasks that mean students learn well. They use effective questioning to challenge and check students' understanding of the work.
- Opportunities are provided for students to work well together, to share and develop ideas and review each others' work. For example, in a Year 7 technology lesson, students were actively engaged in developing and sharing ideas to design and make a money box and made rapid progress.
- Teachers always want students to do their best and encourage them to think for themselves. However, this is not done consistently across all classes and across all subjects.
- Students say that they enjoy the large majority of their lessons. They work very well together and the relationships between students and teachers and between students themselves are good and promote positive attitudes to learning.
- Teaching assistants are used well in lessons, particularly to support disabled students and those who have special educational needs. They help students to learn, develop skills and achieve as well as all other students.

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

### **are good**

- Behaviour in lessons and around the school is good. Students are polite and courteous to each other, staff and visitors. Students report that they feel very safe in school. They have a clear understanding of the different forms of bullying and report that bullying is rare. When any instances of bullying do occur they are quickly resolved.
- Students say they feel very safe in school because they are well cared for by teachers and other adults. They have a good understanding of how to keep themselves safe, for example, learning about the dangers of drugs and alcohol, and how to use the internet safely. They know that discrimination of any kind is not tolerated.
- The responses to the parental survey indicated that a very large majority of parents support the view that students behave well in school, they are not bullied, they are well cared for and they

feel safe at school.

- The school provides many opportunities for students to develop as responsible individuals by taking on positions of responsibility. For example, a group of students introduced an anti-bullying campaign to raise awareness of the issues, older students help younger students with their reading and sports leaders visit primary schools to run sporting events.
- Students work hard to help others by raising funds to support many charities such as 'Link for Life' and a local hospice.
- Attendance remains below the national average but has improved throughout the last three years as a result of effective actions taken by the school. The percentage of students who are persistently absent has also reduced.

### **The leadership and management are good**

- The headteacher, senior leaders and governing body know the school well. They have accurately identified the school's strengths and areas for further improvement through effective self-evaluation processes. They have, rightly, implemented strategies to improve the quality of teaching and raise attainment further, particularly in mathematics. These strategies are beginning to speed up the rates of progress by students. This shows that they have the capacity, skills, commitment and determination to continue to raise standards and improve students' achievement further.
- The school's systems for observing lessons and monitoring the quality of teaching are good and provide teachers with accurate feedback on their performance. This information is used well to provide a relevant programme of staff training and to advise the governing body about teachers' pay awards.
- The courses and opportunities offered meet the interests of students well. They help them to develop their academic and social skills and prepare them well for the next stage of their education, training or employment.
- The school offers a wide range of enrichment and extra-curricular activities, including trips and visits, that gives students opportunities and experiences to develop their personal and academic skills. For example, during a thoughtful and interesting assembly, Year 10 students were encouraged to get involved in charity work to support 'Red Nose Day'. These activities contribute well to students' spiritual, moral, social and cultural development.
- The school offers alternative provision for some students to provide appropriate courses, support and work placements that enable them to be successful. The school takes all reasonable steps to see that students at work placements have good attendance, behave well and are safe and works hard to make sure that all students have equal opportunities to succeed.
- Since the previous inspection, the school has received very effective and valuable support from the local authority. This has included support and advice to the school to raise achievement in English and mathematics.
- **The governance of the school:**
  - The governing body is well informed and challenges and supports the school leaders well. The governing body knows the strengths of the school and has an accurate understanding of what needs to be done to improve the school further. Governors check on the quality of teaching

well and use performance management to set appropriate and challenging targets. They give appropriate attention to the connection between the quality of work that staff do and the arrangements for pay. Governors know what the school is doing to reward good teaching and tackle any underperformance. The governing body has a good understanding of the school's finances, including pupil premium spending, to provide additional teaching and learning opportunities to improve the English and mathematical skills of students who are at risk of falling behind. Safeguarding policies and procedures meet the statutory requirements.

## 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>	124402
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	406241

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

<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
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1048
<b>Of which, number on roll in sixth form</b>	146
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Watson
<b>Headteacher</b>	Chris Leach
<b>Date of previous school inspection</b>	11 May 2011
<b>Telephone number</b>	01922 419311
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