

# Frankley Community High School

New Street, Frankley, Birmingham, B45 0EU

**Inspection dates** 19–20 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Over time, the quality of teaching has not been good enough to make sure that all groups of students achieve well.
- Since the last inspection, too few students have made good progress in English and mathematics from their individual starting points. In 2013, although achievement in mathematics improved, there was a drop in English results at GCSE.
- Students' achievement is not yet consistently good across a range of subjects. Standards, particularly in English and mathematics, have not risen sufficiently rapidly.
- At times, teachers' expectations of what students can achieve are too low. Tasks are occasionally too easy for students, particularly the most able.
- Marking does not always give students clear guidance on how to improve their work. Students are not given enough opportunities to respond to teachers' marking.
- Not all staff use questioning skilfully to check students' understanding and extend their learning.
- Leaders have not ensured that teaching and students' achievement have been good enough since the last inspection.

### The school has the following strengths

- Leadership and management have driven through a number of key improvements, including in teaching and in students' behaviour and attitudes to learning.
- Governors bring a wide range of skills to the school. They provide high-quality support to school leaders and use their detailed knowledge of the school to help drive improvements.
- Students have very positive attitudes to learning and are proud of their school. There have been major improvements to students' behaviour over the last 18 months and attendance rates have risen dramatically.
- The quality of pastoral care and guidance, particularly for disabled students and those who have special educational needs, is high.

## Information about this inspection

- Inspectors observed teaching and learning in 24 lessons. Eighteen of these observations were carried out jointly with members of the academy’s leadership team. Two inspectors also carried out a series of shorter visits to lessons.
- Meetings were held with staff, students, five members of the governing body and a representative from the local authority.
- Inspectors took account of the 11 responses to the Ofsted online Parent View questionnaire, as well as the 46 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation including national published assessment data and the school’s own data, its self-evaluation, improvement plans, safeguarding policies, behaviour policies, and records and documents relating to teachers’ performance management.

## Inspection team

Julie Price-Grimshaw, Lead inspector	Additional Inspector
Helen Booth	Additional Inspector
Andrew Sierant	Additional Inspector

## Full report

### Information about this school

- Frankley Community High is much smaller than the average-sized secondary school.
- Most students are of White British heritage. Very few students speak English as an additional language.
- The proportion of students eligible for the pupil premium is almost three times the national average. This is additional funding to support particular groups of students, including those known to be eligible for free school meals, those in the care of the local authority and some other groups.
- The proportion of disabled students and those who have special educational needs supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is also well above average.
- The proportion of students joining and leaving the school at other than the usual times is well above average.
- A small number of students are currently attending alternative provision at Bournville College, where they are following courses in construction and motor mechanics.
- The school has applied to become part of the Education Central Multi-Academy Trust. A date for conversion to academy status has not yet been determined.
- The school works as part of the Oaks Collegiate, a cluster of schools in the local area, including a teaching school alliance.
- The school does not meet the government's current floor standards, which set the minimum requirements for students' attainment and progress.

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

- Improve the overall quality of teaching, so that it leads to students reaching higher standards, particularly in English, by making sure that:
  - all teachers have high expectations of students, particularly the most able, and set tasks that are challenging enough
  - marking always provides students with high-quality guidance on how to improve their work
  - students are given opportunities to respond to teachers' marking
  - staff develop their skills in using questioning to check students' understanding and extend their learning.
- Build on the improvements in the way in which students' progress is tracked and the quality of teaching is monitored by senior and subject leaders, so that achievement and teaching improve and are both consistently good.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Students' standards when they join the school are generally below and sometimes well below average. Over recent years, not enough have made good progress. Prior to 2013, the trend in attainment was rising and, in 2012, the proportion of students gaining five or more GCSE passes at grades A\* to C was broadly average. However, in 2013, there was a drop in English GCSE results and this affected the school's overall figures for attainment, which fell below floor standards.
- The proportion of students making the progress they should in English and mathematics was below national figures and few students exceeded expected progress. The high proportion of students joining and leaving the school partway through Key Stage 4 contributed to the 2013 decline.
- Current information on students' progress and evidence from their work in English books shows that there are clear improvements in achievement this year. Students are now making better progress, largely because of improvements to the quality of teaching. Leaders have set realistic but challenging targets for 2014 and data show that students are now making steady progress towards these targets.
- Achievement across different subjects is not yet consistently good. Students achieve very well in art, where the proportion of students gaining A\* to C grades is well above average. Attainment in other subjects, including science, has been much more varied. However, current data and students' work show improvements in most subjects across the school. The school does not enter students early for GCSE examinations.
- The majority of students in the school are eligible for support through the pupil premium and many of this group also have special educational needs. The school has worked successfully to narrow the gap between the achievement of these students and that of their peers. In 2012 and 2013, students eligible for the pupil premium attained approximately half a grade lower than their peers in English and mathematics.
- There is little difference between the achievement of different groups. Students from different ethnic backgrounds, including those for whom English is an additional language, make similar progress.
- Disabled students and those who have special educational needs are beginning to make more rapid progress and some are now achieving well. Funded partly through the pupil premium and Year 7 catch-up premium, the school's work in promoting literacy skills in Key Stage 3 is already having a very positive impact. Several students who joined the school with weak reading skills in September 2013 have already made rapid progress.
- The small number of students attending alternative provision are making good progress in their work-related courses and also in developing their literacy and numeracy skills.

### The quality of teaching

### requires improvement

- Over the past few years, the quality of teaching has not been high enough to ensure that all students have made good progress, particularly in English and mathematics.

- Although teachers' expectations of students are increasing, not all staff are reflecting this in their planning. For example, some lesson plans show staff expecting too little from the less-able students. Similarly, tasks set for the most able are occasionally not challenging enough and this slows their progress.
- There is too much variation in the quality of marking. Although some teachers provide helpful and encouraging comments, not enough clear guidance is given on exactly what students must do to improve their work. At times, teachers will comment on incomplete work or write a question for students to consider, but there is little evidence that students are given the time to take note of these comments. There are not enough opportunities for students to respond to teachers' marking; for instance, by redrafting small sections of work, correcting errors or completing unfinished tasks.
- Some teachers are particularly skilled in the use of questioning. During one lesson observed during the inspection, the teacher asked questions of individual students, targeted precisely to their level of ability. Students responded very well, keen to give good answers that explained their thinking. This very good practice is not yet widespread and some teachers do not use questioning effectively to check students' understanding and extend their learning.
- During the inspection no inadequate teaching was seen with the majority of teaching being good or better. In these lessons, staff give students plenty of opportunities to work independently. They have high expectations of what students can achieve and teachers provide good-quality guidance throughout the lesson. In an English lesson, outstanding teaching led to students making excellent progress in developing their understanding of characters in a novel. The teacher's skill in guiding the students meant that they were very actively involved.
- There is a strong emphasis on literacy in most lessons this year. The teaching of reading skills, including phonics (letters and the sounds they make) is particularly good and is leading to impressive improvements for many students. Many support staff are also skilled in helping to develop literacy skills.
- Leaders' effective action is resulting in improvements to teaching across the school. Inadequate teaching has been eliminated and teachers are now developing their skills, which is in turn leading to students making accelerated progress. Although it is too early to see the full impact of these improvements on students' examination results, students are now benefiting from the increased proportion of good and outstanding teaching in the school.

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

- Since the previous inspection there have been substantial improvements to all aspects of students' behaviour and safety. Students now have very positive attitudes to learning and are strongly motivated to achieve well. During lessons, they apply themselves equally well, whether working on their own or in groups. This is increasingly helping to accelerate their progress.
- Students behave well around the school building. They are polite, courteous and welcoming to visitors. They take pride in their appearance by wearing their newly designed uniforms smartly.
- Students have a good understanding of how to stay safe. They say that, although bullying does occur, it is unusual and dealt with very effectively by staff. Students are fully aware of the different types of bullying and know what action to take if they have any concerns.
- The school has recently introduced a new system for managing students' behaviour. This is

applied consistently by all staff and is working very successfully, as seen in their good behaviour, both in and out of lessons. There is a positive and friendly atmosphere throughout the school and students are very supportive of one another.

- Students take an active role in contributing to school life, for example through the 'junior leadership team'. There are numerous opportunities for them to take on responsibilities.
- The number of fixed-term exclusions has fallen dramatically since the last inspection due to the school's high-quality support and guidance for students and their families. Similarly, attendance has risen from well below average to broadly average in just a year, reflecting the school's impressive work in this area.

### **The leadership and management requires improvement**

- Although leaders can point to a number of key recent successes, leadership and management require improvement because leaders have not ensured consistently good achievement. Leaders are addressing the drop in English results in 2013. This meant that the school did not meet the government's floor standards, which set out the minimum expectations for students' attainment and progress in English and mathematics.
- Much of the improvement in the management of teaching and the tracking of students' progress is too recent to show a sustained impact over time. Nevertheless, this has resulted in a much-increased proportion of good and outstanding teaching, as seen during the inspection. Staff have benefited from individual training programmes, and leaders and governors have ensured that pay awards for staff are linked to students' progress.
- Staff morale is high, as was clear in discussions with staff and in the very positive responses to the staff questionnaire. Staff say that they are proud to work at the school and are committed to the leadership's vision for the future. The school's work as part of the Oaks Collegiate has enabled staff across the schools to share best practice.
- Leaders and governors have a detailed and accurate view of the school's strengths and weaknesses. Senior leaders set clear and precise targets for improvement.
- Subject leadership, identified as an area for development at the last inspection, is now much improved. Subject leaders are actively involved in checking the quality of teaching and learning, and provide very good support for staff within their subject departments.
- The range of subjects and programmes on offer meets students' needs and interests well. A key strength of the school's work is the 'life' curriculum, which supports students in meeting the school's aim of 'becoming the best citizen I can be'. Emphasis on basic skills to ensure employability, combined with high-quality independent careers advice, means that students are well prepared for life after school.
- Spiritual, moral, social and cultural development is promoted well. The excellent displays of artwork throughout the school reflect students' talents in this area.
- There is a very strong commitment to equality of opportunity in all aspects of the school's work. The quality of pastoral care and guidance for all students, regardless of their individual needs and ability levels, is high. Staff with specialist knowledge support disabled students and those who have special educational needs. The most-able students are encouraged to be ambitious; for example, during the inspection a mentor from Birmingham University came into school to

develop individual students' awareness of options in higher education.

- The local authority has had limited involvement with the school since the last inspection due to the school's plans to convert to academy status. The school has received good support from other schools within the Oaks Collegiate.

■ **The governance of the school:**

- In the past year, there have been changes to the membership of the governing body, including the appointment of a new Chair. The Chair is extremely skilled and knowledgeable, having previous experience as a National Leader of Education. She provides very high quality leadership of the governing body. Other governors have a range of skills, all of which are beneficial to the work of the governing body. Recent training has extended their knowledge and understanding.
- Governors have a detailed understanding of how the school is performing and know exactly what must be done to improve students' achievement. They provide both support and challenge to school leaders. There is a secure awareness of the quality of teaching and of the school's systems for managing staff performance, including tackling any underperformance.
- The governing body is actively involved in making decisions about how the pupil premium is spent. The impact of this is then closely checked. For example, some of the funding was used to employ an attendance officer whose work has brought about great improvements to the attendance of eligible students.
- The governing body ensures that all safeguarding requirements are met.

## 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>	103529
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	429482

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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	311
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynda Roan
<b>Headteacher</b>	Jane Harris
<b>Date of previous school inspection</b>	13 March 2012
<b>Telephone number</b>	0121 4649901
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