

Bebington High Sports College

Higher Bebington Road, Bebington, Wirral, Merseyside , CH63 2PS

Inspection dates 30 April 2014–1 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Not all students are reaching the standards of which they are capable in English and in mathematics.
- Students' progress in mathematics in the last two years has been slower than the progress made by most students nationally.
- Teachers do not always adjust teaching to ensure the most able students work on tasks which challenge them. They do not plan tasks and activities regularly which will inspire and motivate students to aim for the highest standards.
- Students are not always confident in writing about what they know and understand. As a result, their written work does not always demonstrate the standards of which they are capable.
- Students do not consistently act upon suggestions given in written work by teachers about how they can improve their work.
- Students' attitudes to learning are not always positive and they need reminders to sustain effort in their work.
- Leaders, managers and governors have not checked closely enough what the school is doing well and what still needs to be done. Until recently, they have not acted quickly enough to improve the achievement of students, particularly in mathematics.
- The sixth form requires improvement. Standards students reach in the sixth form are, overall, below those reached by similar students nationally. Progress made by students in the sixth form is inconsistent across different subjects.

The school has the following strengths

- The school has improved attendance and few students are now persistently absent.
- Leaders, managers and governors have taken steps since the last inspection to improve teaching and achievement and students are now starting to make more rapid progress.
- Students' behaviour around the school is good. They are polite and welcoming and get on well with adults and other students. Students say they feel safe and well supported by staff.
- Students in the special educational needs resource base make good progress as a result of committed and well-planned support and teaching.

Information about this inspection

- Inspectors observed 36 parts of lessons, three of which were jointly observed with senior leaders. Inspectors also observed students' general behaviour around the school and talked with students about their reading and their work in the school.
- One year-group assembly and two class registration periods were visited.
- Inspectors met with the headteacher and the deputy headteacher, other leaders, teachers, groups of students from all year groups, the Chair of the Governing Body and a governor, and spoke with a representative of the local authority and an external consultant who works with the school.
- Inspectors looked carefully at records of students' achievement and their progress, records of attendance and behaviour, a wide selection of students' exercise books, policies, the school's evaluation of what is working well and what needs to be better, the plans for actions to improve the school, and information about steps taken to support students.
- The views of 27 parents who responded to the online questionnaire (Parent View), and the responses of parents to the school's own survey, were taken into account.
- Inspectors looked at 29 questionnaires completed by staff.

Inspection team

Nell Banfield, Lead inspector	Additional Inspector
Clive Hurren	Additional Inspector
Fiona Dixon	Additional Inspector
John Leigh	Additional Inspector

Full report

Information about this school

- Bebington High School Sports College is an 11 to 18 specialist sports college. It is smaller than the average-sized secondary school.
- The proportion of students supported through school action is more than twice that found nationally.
- The proportion of students supported at school action plus or who have a statement of special educational needs is above that found nationally. The school has designated resource provision for students with moderate learning needs.
- The majority of students are of White British heritage and few students are from minority ethnic backgrounds.
- The proportion of students eligible for support through pupil premium funding is almost twice the national average. The pupil premium is additional funding for those students known to be eligible for free school meals and for students who are looked after by the local authority.
- The number of disabled students and those with special educational needs has increased in the last two years.
- A small minority of students arrive at the school at times other than at the start of Year 7.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics.
- The school holds a number of awards, including the Sainsbury's Silver Kite Mark for School Games, has been recognised as Merseyside School of the Year and a student has been awarded the Rotary National Citizenship Award.
- A very small number of students follow courses away from the school site at The Tranmere Project.

What does the school need to do to improve further?

- Improve teaching to be consistently good or outstanding so students make more rapid progress, especially in mathematics and also in the sixth form, by:
 - ensuring students act upon suggestions made in feedback on their written work to strengthen their progress
 - explicitly teaching writing skills to ensure students increase fluency and detail when writing about their ideas, explaining their understanding and describing their knowledge
 - planning teaching that is inspiring and engaging and leads to high levels of attention, application to task, and higher standards in students' written work.
- Improve leadership and management so students' standards rise and progress increases more rapidly, particularly in mathematics and in the sixth form, by:
 - ensuring that subject leaders make sure teachers in their subjects accurately measure students' progress so any student who falls behind is quickly identified
 - making sure subject leaders and teachers use the school's improved tracking system to identify effective support to help any students falling behind to catch up with their work rapidly
 - evaluating the work of the school more critically so actions taken to improve its effectiveness lead to students' more rapid and consistent progress.

Inspection judgements

The achievement of pupils

requires improvement

- Students enter the school working at levels below those of most students nationally. The majority of students do not make good progress and attain standards below most students nationally in English and mathematics by the end of Key Stage 4. Achievement requires improvement because only a small minority of students are making better than expected progress.
- Standards achieved by students in English were close to those achieved by most students nationally in 2012. Standards declined in 2013 but are now rising. Standards achieved by students in mathematics have been below the national average but are now starting to improve.
- Currently the school's measures of progress in 2014 indicate an increase in achievement in both English and mathematics to levels closer to the national averages. The observations of students' learning in lessons and in their written work since September confirm this pattern of improvement.
- Since the last inspection, the majority of leaders, managers and teachers have checked students' progress but not all teachers or subject leaders intervene quickly enough, or identify the correct support when progress has slipped, to ensure students catch up on lost ground. As a result, only a small minority of students, including those who are the most able and those supported by pupil premium funding, have made better-than-expected progress from their starting points.
- Pupil premium funding has paid for additional teachers so students needing extra support, including those students known to be eligible for free school meals, can be taught in small groups. They are making better progress as a result. In 2013, students supported by this additional funding, including those known to be eligible for free school meals, achieved GCSE grades just over a third of a grade below the main group of students in the school in English, and almost a full grade below the main group of students in mathematics. The school's measures of progress indicate that currently these gaps are now closing.
- No students take examinations early because, due to most students' below average starting points, they need the time leading up to the examination to prepare and to ensure they have sufficient practise before tackling examinations.
- Students supported at school action in 2011 and 2012 made progress above that of similar students nationally. Progress declined in 2013, but students are currently making progress very close to that made by similar students nationally. Those students supported at school action plus are also making similar progress to students supported in the same way nationally.
- The small minority of students who arrive at times other than Year 7 make the same or better rates of progress than the main group of students. Students settle well and speak highly of the positive experiences they have had since arriving, with some having had difficulties in their previous school.
- The progress made by students in the school's designated resource base is good. This is because of careful planning of teaching to meet individual needs in reading and writing, and the good support students receive in the time they spend in learning alongside the main groups of students in the school.
- The achievement of students in the sixth form requires improvement because standards attained at the higher levels have only recently improved. Standards have been below the national average over time. Students in the sixth form make good progress in non-traditional courses.
- The small minority of students from different ethnic backgrounds make similar or better progress than the main body of students in the school because any additional support they need is provided.
- The very few students who follow courses away from the school site make good progress and improve their confidence and behaviour because the course is well suited to their personal and educational needs.
- The school is committed to providing equality of opportunity and recognises there is more to be done to lift student's achievement in English and mathematics.

The quality of teaching requires improvement

- Teaching requires improvement because, although its quality has improved since the last inspection, it is not yet consistently good or better across subjects. As a result, students do not make consistently good progress in their learning and in their written work, particularly the most able and those supported by pupil premium funding. Not enough teaching is outstanding so students can make rapid progress.
- Tasks and activities planned by teachers are usually interesting and involve students in thinking for themselves, but there is sometimes too little additional challenge, especially for the most able students. In some lessons, students work at their own level and make good progress as a result. In art in Year 7, for example, the teacher's good subject knowledge and careful planning over time had enabled her to guide students' preparation for their assignment closely according to ability, talent and interest. As a result, students developed the techniques needed during the preparation stage of the assignment and were working at their individual level.
- Tasks and activities in lessons are usually well prepared, but opportunities are sometimes lost to enthuse, inspire and engage students to a level where they sustain interest and aim to achieve the highest standards. Where pupils are enthused, learning accelerates. In Year 7 in physical education, the teacher's enthusiasm for the subject was communicated to the students so they responded positively to rapidly escalating challenge in attempting a high jump. They used excellent resources to coach each other to improve. The final competition saw students challenge themselves to achieve their personal best.
- The school has improved marking and feedback to students and students say they find this helpful in understanding what they need to do next. Suggestions are given for tasks to practise so students know how to improve their work. Though students acknowledge the suggestion, they do not always carry out the task.
- Students display understanding and increased knowledge in lessons but this is not always reflected in their written work. Sentences are sometimes stilted, simple vocabulary is used and students do not always have the confidence in their writing skills to express the ideas they can articulate in speech.
- Many students arrive at the school with low reading levels. The school uses Year 7 catch up funding sensibly to establish a coherent and comprehensive programme of reading which students discussed with enthusiasm. Assessment figures indicated consistent improvement in reading as a result.
- The newly appointed teachers of mathematics are checking students' progress more closely and planning work that is better matched to students' stages in their learning, so more students are making faster progress.
- The quality of teaching in the sixth form is variable which means that students do not make consistently good progress. Students make good progress when they are introduced to new knowledge and are questioned closely to make sure they understand what is being presented. Their achievement is weaker when they complete tasks that do not fully engage their thinking.

The behaviour and safety of pupils requires improvement

- The behaviour of students requires improvement.
- A small minority of students' attitudes to learning are not positive and they need reminders and active support to maintain their attention on their learning. Around school generally, the large majority of students are welcoming, respectful and considerate. They take care of their classrooms and dining areas, arrive punctually to lessons and wear the school uniform with pride.
- The school's work to keep students safe and secure is good.
- Systems to ensure the safety of students are thorough and detailed and contribute strongly to helping students stay safe.
- The majority of parents who responded to the school's survey agree that their child is safe in

school and students spoken with echo this. Staff who responded to the questionnaire agree that students are safe in the school. Students speak highly of the staff and say they can turn to any member of staff for help if they need it.

- Students know the different forms that bullying can take and are knowledgeable about how to use social networking sites and mobile phones safely. Students say bullying is rare and say that staff will respond quickly to any that does occur. A few Year 10 students said there had been some instances of bullying and the school is taking swift action to address the issue. They are not yet fully aware, however, despite teaching sessions to explore this issue, how name-calling can cause distress.
- Attendance has improved, including in the sixth form, and the number of students who are persistently absent, including those students supported by the pupil premium funding, has reduced. Fewer students are now excluded from school for short periods.
- The safety and welfare of the very few students who are educated away from the school site is carefully and regularly monitored so they are secure and able to make progress.

The leadership and management

requires improvement

- Decisive steps have been taken by leaders, managers and governors since the last inspection to improve the quality of teaching, the achievement of students supported by pupil premium funding and the most able students. However, leadership and management requires improvement because teaching and progress is not yet consistently good in all subjects. As a result, not all students are reaching the standards of which they are capable, especially in English and in mathematics, and in the sixth form.
- The school's evaluation of its own work, though improved, remains insufficiently rigorous, including in the sixth form, and does not yet fully acknowledge some areas where teaching and progress need to improve further. As a result, not all subject leaders have the knowledge and understanding needed to improve teaching rapidly in their subject.
- The majority of subject leaders are monitoring how effectively teachers in their subject are checking on students' progress, and are checking that suitable support is provided, such as additional teaching so students can catch up, but this is not yet consistent across the school.
- Since the last inspection, leaders, managers and governors have appointed new leaders of science and mathematics, and have appointed new teachers, particularly in mathematics. The improvement in teaching and students' progress is already evident. The school's training programme for teachers is innovative and well planned. Teachers speak highly of how effectively they are being helped to improve their work.
- The headteacher, senior leaders and governors all share a clear understanding that pay awards and career progression are closely linked to effective teaching and students' progress. This is applied to any consideration of rewards, increase in salary or career progression.
- The curriculum is developing to ensure that the most able students can follow appropriately challenging courses, and further additional vocational courses are being introduced so all students can move on to a wider range of opportunities beyond school.
- The curriculum, assemblies, school events, trips and residential experiences all offer students the opportunity to explore other cultures, understand different lifestyles, religions and customs, and reflect on the world and their place within it. This develops their moral, cultural and spiritual understanding very effectively. They work together well in lessons and establish good relationships with adults and their peers in school which develops their social skills effectively.
- The local authority is providing support for the school. The school is demonstrating its determination to improve by seeking additional support from external specialists.
- The school's arrangements for safeguarding students meet all current statutory requirements.
- **The governance of the school:**
 - Overall, governors have improved their effectiveness in challenging the headteacher and senior leaders. They are more aware of their responsibilities, know the school much better now than previously and have a wider range of expertise and deeper knowledge to support

further development of their role. They know about how pupil premium and Year 7 catch up funding is spent but do not yet fully challenge school leaders so that they understand the impact of such spending. Nevertheless, they support the headteacher well in taking decisive steps to address any leadership matters or teaching that does not promote the progress of students, and in using performance management to reward and recognise teaching that leads to effective learning. They manage the budget effectively.

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

Unique reference number	105106
Local authority	Wirral
Inspection number	442326

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	845
Of which, number on roll in sixth form	120
Appropriate authority	The governing body
Chair	Rob Wetton
Headteacher	Brian Jordan
Date of previous school inspection	26 February 2013
Telephone number	0151 645 4154
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