

# Great Wyrley High School

Hall Lane, Great Wyrley, Walsall WS6 6LQ

## Inspection dates

26–27 April 2016

## Overall effectiveness

**Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
16 to 19 study programmes	Inadequate
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders have failed to give the school a clear direction since the last inspection in 2014. As a result, the school has not improved.
- Leaders, including some subject leaders, do not do enough to improve the quality of teaching.
- The proportion of pupils attaining five good GCSE grades, including English and mathematics, is now well below the national average.
- Too many pupils in school now make inadequate progress from their starting points, particularly the most-able pupils.
- The gaps between the progress made by disadvantaged pupils and their peers are too wide and show little sign of improving. The picture is similar for pupils with special educational needs or disability.
- Too many teachers do not plan and teach lessons that take into account pupils' needs or abilities. They often fail to use questions well to deepen pupils' thinking.
- The school's own evaluation of its progress is not thorough or clear in its detail; nor is it accurate. It does not provide a clear way forward for improving outcomes for pupils.
- Leaders have been too slow to ensure that agreed policies, such as assessment and marking, are followed and applied consistently by teachers.
- The sixth form lacks strategic leadership to check its effectiveness. As a result, the quality of teaching and learning in the sixth form are too variable and the progress of learners is too slow.
- The governing body does not have the skills to hold the school to account adequately. As a result, it is ineffective.
- The recent whole-school policy introduced to address poor behaviour is not used consistently by all staff.
- Although persistent absence rates have fallen since the previous inspection, overall attendance is still not high enough.

### The school has the following strengths

- The new interim leadership has begun to make improvements.
- Learners in the sixth form taking vocational courses made better progress in 2015.
- Some teachers across the school deliver lessons that get the best from their pupils. In these instances, pupils make good progress.

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- Rapidly improve pupils' progress, and thereby the standards they attain, by improving the quality of teaching, learning and assessment across all areas of the school, including the sixth form, by:
  - raising teachers' expectations, so that they know that pupils are capable of more challenging work, particularly the most able
  - ensuring that teachers take full account of pupils' knowledge, skills and understanding when planning and teaching lessons so that all groups are challenged and stretched to do their best at all times
  - insisting that all teachers provide work that engages all groups of pupils so they are motivated to do well
  - making sure that teachers follow the agreed whole-school assessment policy and insist that pupils present their work in books to higher standard
  - improving teachers' skills in questioning so that they can help pupils think more deeply
  - sharing the good practice that exists in school to effect improvement in all teachers' abilities to improve outcomes for all groups of pupils.
  
- Improve leadership and management, including governance and the sixth form, so that all leaders are effective in their drive to accelerate the progress pupils and learners make by:
  - accurately evaluating all aspects of the school's work and using this to develop an effective plan for school improvement with clear targets, timelines, responsibilities and accountability in order to ensure rapid progress for all pupils
  - providing training in assessment so that the school's predictions for pupils' achievements are more accurate
  - ensuring that leaders at all levels know and are equipped to fulfil their roles well and are fully involved in actions to raise achievement
  - using the pupil premium funding effectively to reduce gaps in outcomes for disadvantaged pupils.
  - developing governance so that it is robust and secure, challenges leaders at all levels and rigorously holds them to account so that declining outcomes for pupils or poor quality of teaching, learning and assessment are reversed quickly
  - further increasing attendance and taking positive action to reduce persistent absence, particularly for disadvantaged pupils and pupils who have special educational needs or disability
  - ensuring that all teachers consistently implement the school's behaviour policy.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management should be improved.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and governance may be improved.

It is recommended that newly qualified teachers are not appointed by the school.

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- Since the last inspection, the governors and senior leaders have not ensured that leaders and teachers have put in place all the improvements necessary to provide pupils with a good level of education.
- The school's evaluation of its performance, including that of the sixth form, is not sufficiently robust and masks the true nature of the slow progress of pupils.
- The school's predictions for examination results are not always reliable. In 2015, the predicted outcomes for GCSE results were inaccurate and overgenerous. Consequently, leaders are not able to accurately target the support and challenge required for all pupils and particularly for those pupils who need extra help.
- Leaders have not engendered an ethos through the school of high expectations for staff and pupils. Consequently, teachers' planning often lacks challenge for pupils of all levels of ability but particularly the most able. Similarly, pupils have too few aspirations for their own learning.
- Staffing difficulties in the main school and the sixth form have contributed significantly to the slow progress being made by all pupils and learners because of the lack of continuity and the variable quality of teaching and learning they experience.
- Although the support given by the local authority and external consultants since the last inspection has been welcomed by leaders, this has not been effective enough in monitoring progress and securing better outcomes overall. The progress pupils are currently making is poor and shows little sign of the rapid improvement that is required across all year groups. The quality of teaching, learning and assessment has not improved, resulting in outcomes that are still too low.
- Staff have not always felt that governors and previous leaders of the school have listened to their concerns and consequently the morale of some is low.
- The interim executive headteacher and associate headteacher have already begun to make improvements since their appointment at the start of last term. For example, they have made changes to the roles of other senior and middle leaders so that they can be more effective in their work. However, this aspect of leadership needs further development. Parents who responded to the Ofsted online questionnaire and free text facility feel that the school is not well led and managed.
- Inconsistencies in leadership have resulted in variations in outcomes between groups of pupils. Leaders have failed to address the poor progress of the most-able pupils despite this being identified at the last inspection. Also, gaps in outcomes between disadvantaged pupils and other pupils in school and nationally are still too wide and show little improvement.
- Since the arrival of the executive headteacher and associate headteacher, internal processes and information to monitor effectiveness have become sharper and more accurate. The introduction of these systems is slowly beginning to make a difference, but they are not yet being used confidently enough by all leaders and teachers to secure rapid improvement.
- The support and intervention activities for pupils who have special educational needs or disability meet their individual needs well. However, this is relatively new and the school's formal system to check that the gaps are closing between their attainment and progress and that of their classmates is at an early stage of implementation and it is not possible to assess its impact.
- The literacy and mathematical skills of some pupils are still too low and, as a result, these pupils are not prepared well enough to access other subjects securely as they move through the school. However, the positive impact of the accelerated reading Catch Up programme is being realised slowly and an analysis of readers in Year 7 and Year 8 shows that their literacy skills and reading ages are improving over time.
- The curriculum is broad and balanced and provides pupils with a range of subjects. Pupils state that the choice of subjects available to them is appropriate to their needs. However, the proportion of pupils who follow qualifications that can lead to the achievement of the English Baccalaureate has decreased recently and is much lower than the national average. There are plans to address this issue for pupils lower down the school. Leaders ensure that the school offers opportunities to extend pupils' learning beyond the classroom through activities in sport, music and languages.
- Pupils who receive their education off the school site are monitored carefully to check on their attendance and progress. Meetings are held regularly between the school and the alternative providers to ensure key information is passed on regularly. Evidence shows these pupils have similar low rates of progress as other pupils in school.
- Leaders have created a culture of safety in school and pupils know who they can turn to if they need help

and advice. Parents who responded to the online questionnaire agree. Pupils know how to keep themselves safe, for example when using computers, and of the risks posed by extremism.

- Pupils' spiritual, moral, social and cultural understanding is developed through displays around the school and activities in lessons. An inspector observed a Year 10 lesson considering the ethics of cloning and pupils were fully engaged and able to talk confidently about their ideas. Pupils also contribute to the local community through a harvest competition, where each pastoral house collects and builds a food tower which is then donated to a local food bank. This helps pupils to be aware of the needs of the local community, and be able to respond as responsible citizens.
- All groups of pupils receive guidance to help them make the right choices for the next stage of their learning through specific advice in school and opportunities to engage with local employers and colleges.
- **The governance of the school**
  - In the past, the governing body has been ineffective in challenging the school. Governors have had no effect on improving the key areas of weakness identified at the last inspection. They have, however, begun to understand what needs to be done and take the necessary actions.
  - Governors have not held leaders to account with sufficient rigour as they have not had the skills to understand the information provided by leaders about the strengths and weaknesses of the school. They are starting to develop these skills now.
  - Governors have not been aware of how additional funding is spent and the effectiveness of the school's work on improving outcomes for disadvantaged pupils.
- The arrangements for safeguarding are effective. The school meets all the statutory requirements and reviews its practice regularly. Staff are trained appropriately, and attendance is monitored and checked closely, including in the sixth form. All pupils, including those who are educated off-site, are looked after and kept safe.

## **Quality of teaching, learning and assessment is inadequate**

- The quality of teaching, learning and assessment is too variable across the school. This is particularly the case in English and mathematics, where rates of progress are still below those that are expected nationally. Over time, teaching has not ensured that pupils make the progress they should and so secure good results for all groups of pupils.
- Some teachers have low expectations of pupils in some subjects. They do not plan lessons effectively to ensure that all pupils make the progress they should or are motivated to try harder and do their best.
- Some teachers are too ready to accept a low standard of work from pupils that does not reflect their true abilities. The most-able pupils are not always challenged enough or stretched to do their best. Too often work planned fails to challenge them to think deeply or provide them with new learning. As a result, the progress they make is inadequate.
- Although teachers know and understand pupils' learning needs, their teaching strategies are not always adapted carefully to suit them. For example, teachers have information about pupils who are disadvantaged, yet have not planned accordingly. As a result, these pupils make slower progress than their peers in school.
- The use of questioning in some lessons does not require pupils to think hard. It is superficial and does not challenge pupils to think deeply enough about their learning.
- A number of pupils continue to have poor literacy skills and this is not always addressed by teachers in lessons and, therefore, some pupils are unable to access the curriculum successfully.
- New marking and assessment procedures being introduced by the school are at an early stage of development and it is not possible to assess any impact. Pupils do not always understand what they have to do to improve their work and as a result of the school's previous policy teachers do not always check to make sure that pupils understand what they have learned.
- Some teachers in school have high expectations, engage pupils and challenge them to think deeply and work hard. This is the case in languages, design technology, art, geography and business studies where success rates are stronger overall. However, the school has not used the effective practice that exists in the school to bring about a consistent improvement in all subject areas.
- Currently, the additional support given to pupils who have special educational needs or disability is effective because staff have a detailed understanding of their particular learning and emotional needs. This has not always been the case in the past.

- The use of support staff in lessons helps some pupils to remain on track with their learning. This also contributes to a positive and more productive learning climate in lessons. Teachers and support staff care for their pupils and the quality of the relationships between them is usually good.

## **Personal development, behaviour and welfare** requires improvement

### **Personal development and welfare**

- Assemblies and the Skills for Life programme give pupils the opportunities to reflect on important moral, social and cultural issues. However, this is not always understood thoroughly by all pupils.
- Pupils understand the importance of their physical and emotional well-being and develop their awareness of these issues through the Skills for Life programme. The school provides specific and effective personal support when it is needed. Most pupils say that they value this support.
- Pupils understand the importance of their physical and emotional well-being and develop their awareness.
- Pupils state that although bullying happens in school they are confident that it is usually resolved effectively by adults. Bullying does remain a concern for some pupils. Leaders have introduced new systems to report bullying, but it is too early to assess their impact. Pupils say that they know who to go to if they need help and are confident to do so.
- The school's work to promote pupils' personal development and welfare requires improvement because of the varied impact it has on pupils' progress in school. Teachers do not inspire pupils to aim high and some teachers have low expectations of their pupils. As a result, some pupils lack confidence in their own academic potential. Other pupils are confident and value the opportunities and experiences offered by the school.
- Pupils are smart and punctual to school. They are usually polite and courteous to others.
- Pupils say that they feel safe in school. They are taught how to keep safe when working online and in practical lessons.
- Leaders monitor the attendance, progress and safety of pupils who attend alternative provision well.

### **Behaviour**

- The behaviour of pupils requires improvement. Recent systems introduced by leaders to improve behaviour are effective and are beginning to improve conduct in lessons. Pupils recognise the improvements in behaviour at the school. However, they also say that some teachers do not apply the school's behaviour policy consistently.
- Behaviour is worse when the quality of teaching is weak. This is when low-level disruption such as chatting and not giving work sufficient attention affects the learning of all.
- Most pupils behave sensibly as they move around the building between lessons and arrive at their classrooms on time.
- The school's behaviour records show that there are reductions in the number of pupils being sent to the various support rooms in school for poor behaviour in lessons. There has also been a reduction in the number of more serious behaviour incidents.
- The rate of fixed-term exclusions for poor behaviour is reducing and has halved from last year.
- Leaders' effective focus on improving attendance has resulted in improvements since the last inspection to almost the national average. Rates of persistent absence for disadvantaged pupils and those with special educational needs or disability, although still much higher than the national average, are also decreasing.

## **Outcomes for pupils** are inadequate

- Outcomes are inadequate because too many pupils who are currently at the school are not making the progress they should.
- Too many pupils make slow progress in English, mathematics and science, including those who are disadvantaged, although in 2015 this group made better progress in English.
- The most-able pupils make slow progress across year groups and subjects. Very few of this group achieve the highest grades at GCSE, and in 2015 their attainment was well below the national averages in English, mathematics and science.
- Because of weak teaching in the past, pupils who have special educational needs or disability make less

progress from their starting points in Year 7 than their peers both in school and nationally. Pupils who attend the alternative provision also have poor rates of progress.

- Pupils enter the school with attainment that is well below average. Since the last inspection, the proportion of pupils who gain five good passes in their GCSE examinations, including English and mathematics, has declined to well below the average for all pupils nationally. In 2015 only 43% of pupils achieved five good GCSE grades including English and mathematics.
- Weaknesses in English and mathematics teaching result in too many pupils not being prepared for the next stage in their education and training. As a result, many are required to retake their GCSE examinations in the sixth form.
- The school's performance information shows that for pupils now in Year 11, gaps in progress and attainment remain and are widening between disadvantaged pupils and their peers. While the accuracy of predictions is not secure in all subjects, this reflects inadequate progress.
- Information provided by the school, inspectors' observations of progress in lessons and scrutiny of pupils' written work shows that the rates of progress are slow for all groups of pupils. There are indications that small improvements are being made for pupils in Years 7 and 8, particularly in English and mathematics.
- Improvements in teaching resulted in better outcomes at GCSE in French and geography in 2015.
- Support to accelerate pupils' reading skills is beginning to have a positive impact. Evidence shows that pupils in Years 7 and 8 have made gains in their reading ages as a result of this support.

### 16 to 19 study programmes

### are inadequate

- 16 to 19 study programmes are inadequate because senior leaders do not monitor the quality of provision in the sixth form with sufficient rigour to ensure a culture of aspiration and challenge for all learners.
- Leaders were unable to present an analysis of outcomes and the progress being made by all groups of learners currently in school. This lack of careful analysis of key information to influence an effective evaluation of the sixth form contributes to the variation in achievement seen across the range of subjects.
- The quality of teaching in the sixth form is variable and inconsistent across both academic and vocational areas. Teaching is, however, stronger in vocational subjects and this is reflected in the outcomes learners achieve.
- While the 16 to 19 minimum standards are met for both academic and vocational qualifications, academic outcomes declined in 2015 while vocational outcomes were in line with national averages. Outcomes were strongest in media, business studies, health and social care and music.
- Attendance in the sixth form is below average. Low expectations by teachers for some learners do not motivate them to attend regularly. Retention in the sixth form has declined slightly this year to 74% from 77% in 2015. Senior leaders monitor the safeguarding of learners who may be particularly vulnerable.
- Learners retake English and mathematics at GCSE if they have not already achieved a grade C in Year 11. Pass rates in these resits are improving, particularly for English.
- Learners receive impartial careers advice and guidance which they value. A high proportion of learners go on to study in local universities and colleges.
- Sixth form learners describe a wide range of enrichment opportunities which support their personal development including work experience, mentoring younger pupils and supporting learning activities in the main school. These opportunities contribute successfully to the development of employability skills including leadership and communication. Learners also organise events to support various charities and participate in school clubs such as sport and music.

## School details

<b>Unique reference number</b>	124402
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10012411

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

<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	859
<b>Of which, number on roll in 16 to 19 study programmes</b>	149
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorne Wiggin
<b>Interim headteacher</b>	Nicola Crookshank
<b>Telephone number</b>	01922 419 311
<b>Website</b>	<a href="http://www.gw-hs.org">www.gw-hs.org</a>
<b>Email address</b>	<a href="mailto:headteacher@gw-hs.org">headteacher@gw-hs.org</a>
<b>Date of previous inspection</b>	5–6 June 2014

## Information about this school

- The school is an average-sized community secondary school and has a sixth form. The interim executive headteacher and associate headteacher were appointed at the beginning of last term and will be in place until the end of this term.
- The majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is well below average. The proportion of pupils who speak English as an additional language is also well below average.
- The proportion of pupils with special educational needs or disability is below average.
- The proportion of pupils who are eligible for support through the pupil premium is above the national average. The pupil premium is extra funding given to schools to support pupils who are eligible for free school meals, or who are looked after by the local authority.
- A small number of pupils attend an alternative provision at Wightwick Hall, VIP Hairdressing, New Life and Ashcroft Funeral Directors.
- The school's sixth form provides a range of academic and vocational courses, most of which are taught on-site, although a small number of courses are taught in a consortium partnership with two local high schools.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- Inspectors observed teaching across a range of lessons in order to evaluate the quality of teaching, learning and assessment. Many of these lessons were conducted jointly with senior leaders.
- Pupils' work was sampled in lessons and a separate sample was considered from a range of subjects at key stage 3, key stage 4 and the sixth form.
- Inspectors reviewed a range of documents, including the school's own information on the progress of current pupils, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to keeping pupils safe.
- Meetings were held with pupils across Years 7 to 11 and with learners in the sixth form, as well as informal contact at breaktime and lunchtime. An inspector also met with members of the governing body and a representative of the local authority.
- Discussions took place with senior leaders, subject leaders and staff responsible for the pastoral care and guidance of pupils.
- Inspectors listened to pupils reading as part of their lessons and an inspector listened particularly to pupils reading in Years 7 and 8.
- Inspectors evaluated the responses of 168 parents to the Ofsted online questionnaire, Parent View, and the free text facility and an email following a telephone conversation with a parent. They also took account of the views of pupils and members of the school's staff through the online inspection questionnaires they returned.

## Inspection team

Huw Bishop, lead inspector	Ofsted Inspector
Stephen Byatt	Ofsted Inspector
Robert Steed	Ofsted Inspector
Nardeep Sharma	Ofsted Inspector
Helen Reeves	Ofsted Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for students of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

