

# Stoke Park School and Community Technology College

Dane Road, Coventry, West Midlands, CV2 4JW

## Inspection dates

15–16 February 2017

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- Pupils' progress over time has been too slow. This continues to be the case for current pupils. The most able pupils, make significantly slower progress than other pupils with similar starting points nationally.
- Disadvantaged pupils, including the most able, make much slower progress than other pupils nationally with similar starting points.
- Teachers' expectations are too low and they do not make enough use of assessment information to make sure that planned work matches pupils' needs as well as possible.
- School leaders and governors have been too slow to take the required actions needed to improve the school. Many of the areas highlighted in the last inspection have not been addressed. Some leaders lack the capacity to bring about rapid improvement.
- Overall, attendance rates are low for all pupils when compared to national figures. This is particularly the case for disadvantaged pupils and those who have special educational needs and/or disabilities. Leaders' actions to improve this situation have not been successful.
- Behaviour in lessons and around the school site is not consistently positive. Pupils express concern about frequent disruptions to their learning.

### The school has the following strengths

- The new headteacher has rapidly diagnosed the challenges facing the school and has taken decisive action to start to bring about improvement.
- Support for pupils who have special educational needs and/or disabilities is good, especially when taught in small groups.
- The sixth form is good. Students make positive progress and are well supported by leaders and teachers to achieve further education and/or employment when they leave school.

## Full report

In accordance with section 44(1) of 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 the outcomes for pupils by improving the quality of teaching, learning and assessment through:
  - ensuring that teachers are using effective strategies to stretch and challenge the most able pupils to make faster progress and therefore helping them to reach the highest grades at GCSE
  - checking that all teachers are using information on pupils in their classes to target support for those who are most in need of help
  - focusing clearly on the specific needs of disadvantaged pupils and working collectively to minimise any barriers to their achievement
  - raising teachers' expectations of pupils' literacy by ensuring that errors in pupils' work are identified and pupils supported to correct them
  - improving the quality of teaching in science through stabilising staffing and providing robust monitoring and support
  - ensuring that homework is set appropriately across the curriculum and that this uniformly extends and reinforces learning.
- Strengthen leadership across the school by:
  - ensuring that additional monies from the pupil premium and Year 7 catch-up funding are used appropriately to support improvements in progress for disadvantaged pupils and younger pupils who have fallen behind
  - reviewing governance structures and ensuring that all those responsible for governing the school are effectively and systematically supporting and challenging the work of the headteacher and other leaders
  - training middle leaders to effectively monitor teaching and learning and outcomes in their responsibility areas and then checking that effective action is being taken by teachers to bring about improvement
  - reviewing senior leadership responsibilities and ensuring that all senior leaders are accountable for specific areas and taking proactive steps to improve the school
  - reviewing the curriculum to ensure that it successfully meets the needs of all pupils, particularly disadvantaged pupils and the most able
  - ensuring that all recently implemented actions are monitored carefully in order to effectively judge their effectiveness and impact.

■ Improve personal development, behaviour and welfare for pupils by:

- taking rapid steps to improve attendance for all pupils, and particularly for disadvantaged pupils and those who have special educational needs and/or disabilities
- stopping bullying and name-calling by ensuring that all staff follow an agreed approach to dealing with this
- checking that staff expectations of pupils' behaviour in lessons and around the site is consistent, clear and rigorously enforced.

An external review of governance should be undertaken to assess how the school may improve this aspect of its work.

An external review of pupil premium funding should be undertaken to assess how the school may improve this aspect of its work.

It is recommended that the school may continue to appoint newly qualified teachers.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Over time, leaders and managers at all levels have had an overly positive view of the success of the school. This contributed to an ineffective response to the recommendations for improvement from the last inspection in March 2015.
- Leaders have not ensured that pupils experience good teaching that leads to positive outcomes, or that pupils' behaviour consistently supports their learning and progress. Leaders do not demonstrate the expertise to secure further improvements.
- Many of the policies and strategies implemented by leaders, particularly those concerned with improving the outcomes for disadvantaged pupils and the most able, have not worked. As a result, these key groups continue to underachieve considerably.
- Leaders and governors have not successfully used pupil premium funding to support the progress of disadvantaged pupils. Leaders have recently implemented a completely new approach to supporting this key group of pupils. This was only introduced in January 2017 and there has not been enough time to judge whether the impact will be positive.
- The performance management of teachers has been too weak over time. Leaders have recently strengthened systems, but this has not yet had enough time to lead to an improvement in teaching standards.
- The leadership of attendance has been ineffectual. Attendance overall, as well as for key groups, has declined and strategies used to improve this have not resulted in improved attendance.
- The use of Year 7 catch-up funding for those who have fallen behind in mathematics and English has not been evaluated effectively over time. Leaders are currently reviewing how funding is used in order to consider whether this might be put to better use.
- The school is facing considerable budgetary constraints and this is greatly limiting the ability of the headteacher to bring about planned improvements.
- School leaders have correctly identified groups of pupils who are underachieving considerably, for example White British boys, but the actions taken have not yet had an impact on improving the progress of these groups.
- The senior leadership team has been reorganised this year, but some leaders are not yet demonstrating the capacity to bring about the required changes in their areas of responsibility.
- Some middle leaders lack expertise in monitoring the quality of teaching, learning and assessment in their areas of responsibility. There is too much inconsistency in approach and in the quality of intervention to provide support for pupils. Middle leaders are not all able to use assessment information effectively to successfully support individual pupils, and targeted groups of pupils, to improve their outcomes.
- The leadership of behaviour and personal development has not been strong enough over time. All teachers have not followed the school's behaviour policy consistently

and, as a consequence, there can be disruptive behaviour from some pupils around the school.

- The current curriculum is broad and balanced, although it has not supported all groups of pupils to achieve highly over time. School leaders are currently reviewing the curriculum offered and considering alternative models to address this situation, but no firm decision had been taken at the time of the inspection.
- The school offers a range of extra-curricular opportunities for pupils, including a range of sporting, musical and STEM (science, technology, engineering and mathematics) activities. However, too few pupils take advantage of the chance to get involved so as to broaden their experiences outside of lessons.
- Over time, the local authority has not provided effective enough support for the school and had not correctly identified the inadequate progress the school had made since the previous inspection.
- Pupils show a reasonable understanding of the importance of how fundamental British values can help them to live productive and happy lives in a modern multicultural society, although some pupils continue to use inappropriate racist and sexist language which are contrary to these values.
- The newly appointed headteacher has had an instantly positive impact on the school. She has demonstrated vision, decisiveness and dynamism and has begun to make substantial changes to the operations of the school. Her self-evaluation is highly accurate and she has begun to build a team around her with the capacity to take the required actions in a number of key areas. However, thus far, she has been restricted in her ability to make rapid change owing to weaknesses in governance, as well as in pockets of senior and middle leadership.
- There have been a large number of new initiatives introduced since the appointment of the new headteacher. As these are so new, there has not yet been the opportunity to evaluate their effectiveness.
- Thanks to the guidance of the new headteacher, senior leaders have demonstrated the ability to accurately evaluate the quality of teaching and learning across the school. They have implemented appropriate new approaches to secure improvements, including more rigorous performance management, as well as carefully focused training for teachers. The impact of these decisive actions has yet to be fully seen.
- A new system for analysing how well current pupils are performing has been introduced. This provides very useful guidance for teachers and leaders, although it is not yet fully embedded or consistently used.
- The independent careers advice and guidance provided to pupils is effective. This is planned well across different year groups and helps pupils make informed choices about future employment and education opportunities. They are effectively supported to make appropriate decisions regarding their options at the end of key stage 3 and key stage 4.
- School leaders make good use of funding to support pupils who have special educational needs and/or disabilities. Staff are effectively deployed to help these pupils which helps to ensure that their progress is well monitored and supported.

- The programme provided for newly qualified teachers and those following the Teach First programme is strong. These teachers are making a positive contribution to the school and are well supported to reach the required teacher standards.
- Leadership in the sixth form has been stronger over time and continues to be so. Improvements have been made since the last inspection which has led to better outcomes in this area of the school.

## **Governance of the school**

- Governance of the school is inadequate.
  - The actions taken by governors in response to the previous inspection have been too slow and have not addressed the concerns raised.
  - Governors' knowledge of the problems facing the school is not precise enough. As a result, they have not effectively supported or challenged the new headteacher to bring about the more rapid change that she has correctly identified is required.
  - Pupil premium funding has not been spent effectively and governors have failed to hold school leaders to account for how this money has been used to improve the progress made by disadvantaged pupils. Minutes of governors' meetings reflect considerable discussion on the use of pupil premium funding, but this has not resulted in the funding being successfully accounted for, or evaluated.
  - Governors are not currently aware of how Year 7 catch-up funding is used and so they are not able to assess its value. School leaders acknowledge that this has not been effectively tackled over time.
  - Governance structures mean that not all governors are fully aware of what needs to be done to bring about school improvement. Individual governors can be too focused on those areas covered in their specific committee and therefore lack a broad overview of the school.
  - Governors have rightly focused on improving outcomes in mathematics, although this has meant the success of school leaders in ensuring consistency across other curriculum areas has not been as rigorously monitored.
  - There is an over-reliance on the headteacher's termly report to provide information to inform decision-making. Not all governors are aware of all the available performance information about the school and therefore are not using this information strategically to pinpoint strengths and weaknesses.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Appropriate checks are made on all adults who work at the school. These meet all statutory requirements and ensure that pupils and learners are safe.
- Decisive action has been taken to ensure that all IT systems are safe for pupils and students to use. Internet access is restricted for personal devices and is filtered

appropriately on school computers. In addition, monitoring software alerts staff if anyone accesses inappropriate material.

- All staff are fully trained and understand recent safeguarding legislation and guidance. Teachers and other adults are knowledgeable about the safeguarding risks facing children.
- There is a clear sense of shared responsibility among all school staff about the need to work together to safeguard children.
- Pupils and students from different year groups and backgrounds state that they feel safe and they have a good understanding of some of the dangers they might face, including, for example, staying safe online and the risks of radicalisation.

## Quality of teaching, learning and assessment

## Inadequate

- Across the curriculum, teaching over time has not effectively supported the needs of the most able pupils. Learning activities have not been sufficiently challenging, which has meant that these pupils have made inadequate progress over time. Too few pupils gain the top grades in GCSE examinations.
- Teachers have recently been provided with more detailed information about the characteristics of pupils in their classes. However, this is not yet being used effectively or consistently. Teachers are not taking appropriate steps to support the learning of different groups and, as a result, many pupils continue to make slow progress.
- Teaching in science has not been good enough over time and this has contributed to pupils making slower progress than others nationally with the same starting points. Current teaching remains weak in some classes and too many pupils are not appropriately challenged or supported to reach higher standards. Recruitment of science teachers has been a significant problem for the school. The result of this is that there are currently five temporary teachers in the department, including some who are unqualified teachers. Concern about current Year 11 pupils' work in the previous academic year has meant that all controlled assessment has had to be repeated this year. This has reduced the amount of curriculum time available for pupils to pursue new learning.
- Teachers do not uniformly follow the school's literacy policy and, as a consequence, many literacy errors made by pupils are not identified. Even when teachers' practice is more secure, many pupils continue to make the same mistakes repeatedly as they do not consistently respond to their teacher's instruction to make corrections.
- Teachers' expectations are not high enough. This can be seen in the fact that many pupils' exercise books and files show evidence of incomplete work and are often poorly presented.
- Some pupils report that homework is inconsistently set and that their teachers do not always check that it is fully completed. This contributes to pupils' slow progress.
- When planning their lessons some teachers do not take sufficient account of the specific needs of groups of pupils. The tasks designed for the lesson do not effectively

support these groups to make more rapid progress or to catch up where they have previously fallen behind.

- Teachers are not working together to identify the barriers to learning for disadvantaged pupils and so classroom support is not always effective for this group.
- The checks on teaching by subject and phase leaders have been ineffective. As a result, the quality of teaching varies between different subjects and in different year groups.
- Pupils completing some vocational courses are making stronger progress over time as a result of effective teaching that focuses on their specific needs.
- Sixth form teaching is much stronger and learners are making positive progress over time. Teachers know the individual needs of their learners and have shown they can support them effectively.
- The teaching of pupils who have special educational needs and/or disabilities is good, which contributes to these pupils making positive progress over time. These pupils are given personalised support in lessons and actively supported to make progress. Extra provision for pupils who are hearing impaired is particularly effective. Teaching assistants are used effectively to support the learning needs of pupils who have special educational needs or disabilities.
- A new programme of coaching teachers to help them review their teaching practice has been recently introduced. Teachers comment positively on this and feel that this will have an impact on improving standards across the school. However, as this is a new initiative, this hasn't yet had the time to make a difference.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils say they feel safe. In different years, pupils demonstrated a firm understanding of the risks they might face as they grow up and felt well prepared by the school to deal with these. However, some pupils express concern about poor behaviour in some lessons and, at times, around the school site.
- Pupils feel that their teachers care for them and agreed they would be able to talk to someone if they felt concerned about anything.
- School staff regularly check the progress and welfare of the small number of pupils attending alternative educational provision. Plans are in place to develop further a more effective way to evaluate the effectiveness of these alternative providers to meet individual pupils' needs.
- Those who are looked after by the local authority are well supported by teachers and leaders. Teachers and leaders give their personal development a high priority.
- Pupils who have special educational needs and/or disabilities are very well supported. A personalised programme is put in place for them and this helps them to feel safe



and make good progress. The resource base for hearing-impaired pupils offers very effective support to these pupils who need additional support for their learning.

## Behaviour

- The behaviour of pupils is inadequate. Senior and middle leaders at the school agree that this is a priority for improvement.
- Pupils in different year groups reported to inspectors that disruptions to learning in lessons are common owing to low-level disruptive behaviour from some pupils.
- Some parents also expressed concern that behaviour is not always good at the school.
- School records of bullying show that this happens in different year groups and affects a number of pupils. Pupils reported to inspectors that they were aware of bullying, mostly for racial or social reasons. Physical bullying has also been reported. School leaders are now taking firmer action to address this situation, but this hasn't yet resolved the problem.
- Pupils told inspectors that name-calling can happen during school time. This can sometimes include sexist, racist and, occasionally, homophobic language.
- Inspectors observed pupils failing to stay on task in lessons, particularly when their teachers did not appropriately challenge them.
- Pupils report that behaviour is nearly always inappropriate when their teachers are absent and a supply teacher teaches their lessons. Some pupils expressed the opinion that it is impossible to learn in this situation.
- Some pupils lack self-discipline when teachers are not closely supervising them. This can result in overly boisterous behaviour and pupils making inappropriate noises or acting in an unsuitable way. Even when teachers are present, some pupils do not respond straight away when told to correct their behaviour or uniform.
- The number of pupils excluded from school for misbehaving has risen. This reflects, in part, recent attempts by the new headteacher to clamp down on inappropriate behaviour.
- Pupils' attendance over time has been consistently lower than the national average. Current pupils' attendance remains low and there is no sign of sustained improvement. Attendance for some groups, particularly disadvantaged pupils and those who have special educational needs and/or disabilities, is significantly below national averages and is not improving rapidly enough.
- The number of pupils who are persistently absent is also above national averages. This is particularly the case for disadvantaged pupils and those who have special educational needs and/or disabilities. The school has not yet successfully addressed this problem and there is no sustained improvement.

## Outcomes for pupils

### Inadequate

- Pupils overall made progress broadly in line with pupils nationally with similar starting points in 2016. However, over time, several different groups of pupils, particularly

disadvantaged pupils and the most able, have not made good progress from their starting points on joining the school.

- Disadvantaged pupils underachieved across the curriculum in 2016, with the exception of modern foreign languages, when compared to other pupils nationally with the same starting points.
- The most able pupils made slower progress than they should have done in 2016 and particularly in mathematics, science and humanities. The most able disadvantaged pupils made significantly less progress in 2016 overall, and particularly in mathematics, science and humanities, than other most-able pupils nationally.
- The current performance of pupils, particularly those who are disadvantaged and the most able, remains much too slow.
- Historically, pupils' progress in science and humanities has been too slow over time. Pupils' current progress in science continues to be inadequate, although the progress of pupils in humanities has improved thanks to better quality teaching in this curriculum area.
- Over time, boys do not achieve as well as girls. The gaps between their achievements are not narrowing for current pupils. Pupils from White British backgrounds, particularly boys, progress much more slowly than other pupils nationally with the same starting points.
- The progress of pupils currently in key stage 4 is too slow. Assessment information provided by the school matched inspection evidence that current pupils' progress in key stage 3 is also too slow.
- In English and mathematics pupils' achievements in 2016 were similar to the national picture. However, the achievement of disadvantaged pupils was significantly below that of others nationally with the same starting points.
- The school's use of the pupil premium funding has not proved effective in accelerating the progress of disadvantaged pupils, including the most able disadvantaged. Since the last inspection, leaders have not successfully identified the barriers to achievement and have not taken effective steps to minimise the impact of these.
- Catch-up funding has not been well targeted which means that pupils in key stage 3 who have fallen behind in English and mathematics have not made the rapid gains needed to help them to progress more rapidly across the curriculum.
- The quality of work in pupils' books and files varies greatly. There is clear evidence that many pupils, particularly those who are disadvantaged and those who are the most able, continue to make slow progress over time.
- Leaders have raised the priority of reading in the school by introducing an accelerated reading programme. It is too soon, though to assess whether this is going to be effective.
- Historically, provision for lower-ability pupils has been good resulting in them making good and sometimes rapid progress. This group continues to make good progress. Just under half of pupils opt to study modern foreign languages in key stage 4 and

these pupils have progressed well over time and continue to do so owing to consistently good teaching in this subject.

## 16 to 19 study programmes

**Good**

- The sixth form is good.
- Students' outcomes have improved since the last inspection. The majority of sixth form students follow academic courses and their achievement in A levels was similar to the national picture in 2016 and above average in 2015. Approximately a fifth of students follow vocational courses. Their progress on these courses has been consistently positive. Current students continue to make strong progress in both academic and vocational courses.
- The quality of teaching in the sixth form benefits from collaboration with other schools. Teaching takes good account of assessment information to match learning to students' needs in whichever subjects they choose to study.
- Students feel very positive about the care, guidance and support they receive from leaders, teachers and other adults. They are given detailed help from school staff with university applications and when seeking employment. This is possible owing to well-planned and effectively implemented careers advice and guidance. The school has a number of useful relationships with universities and this helps to raise students' aspirations about what they are capable of achieving.
- Leadership of the sixth form is strong and clear structures and systems are in place to ensure that this positive picture is sustainable.
- The attendance of students has improved rapidly during this academic year as a result of more robust checks being carried out by leaders.
- Those students who need to re-take GCSE English and mathematics are strongly supported in doing so and, as a result, make positive progress in these qualifications.
- The personal development and welfare of students is very positive. They feel part of a supportive culture and take full advantage of a range of extra-curricular and enrichment opportunities, including the Duke of Edinburgh's Award, youth council, mentoring younger readers and offering classroom support for younger pupils in the school. As a result of this positive environment, retention rates are high and most students complete their study programmes successfully.

## School details

Unique reference number	103728
Local authority	Coventry
Inspection number	10025194

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

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,051
Of which, number on roll in 16 to 19 study programmes	156
Appropriate authority	Local authority
Chair	Bobbie Kelly
Headteacher	Sue Jones
Telephone number	024 7645 0215
Website	<a href="http://www.stokepark.coventry.sch.uk/">www.stokepark.coventry.sch.uk/</a>
Email address	<a href="mailto:admin@stokepark.coventry.sch.uk">admin@stokepark.coventry.sch.uk</a>
Date of previous inspection	11–12 March 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current national floor standards.
- Stoke Park is a larger than average secondary comprehensive school with a sixth form. The numbers on roll have been stable over the past few years.
- More than half of its pupils are from White British backgrounds and the numbers on roll from other minority ethnic groups are above the national average.

- Pupils enter the school with prior attainment which is below that which is typical nationally.
- The proportion of pupils who have special educational needs and/or disabilities is similar to that seen in secondary schools nationally.
- The school uses alternative educational provision for a small number of its pupils. These providers are Wyken Extended Learning Centre, The Link, Swanswell, Birmingham Children's Hospital and Whitmore Park Hospital School.
- The proportion who are supported by the pupil premium is higher than is typical nationally.
- There have been significant staffing changes since the last inspection. A new headteacher was appointed in September 2016. She replaced the interim headteacher who had been in post during 2015/16.
- The school receives support from Coventry City Council school improvement services.
- There is a specialist resource base for pupils with hearing impairment located on the school site. Although the local authority manages this unit, pupils who attend are registered full-time at the school.

## Information about this inspection

- Inspectors observed in lessons in order to evaluate the quality of teaching, learning and assessment. Many of these lessons were observed jointly with senior leaders.
- Pupils' work was sampled in all lessons and inspectors also talked to pupils about their work and progress in different subjects.
- A range of documents were carefully examined, including the school's own self-evaluation and school improvement plan; information on the current progress made by pupils and learners; minutes of governing body meetings; records relating to pupils' behaviour and attendance; and documents relating to how pupils are supported in keeping safe.
- Meetings were held with pupils across Years 7 to 13 and their views were also sought informally during breaktimes and lunchtime as well as during lessons.
- Meeting were held with the vice-chair of the governing body and a telephone conversation was also held with another governor. The lead inspector also had a face-to-face meeting with one representative of Coventry local authority and a telephone conversation with another.
- Discussions took place with senior leaders, subject leaders and those members of staff responsible for the pastoral care and guidance of pupils.
- Inspectors evaluated the responses of 37 parents to the Ofsted online questionnaire, Parent View. The lead inspector also had a telephone conversation with a parent who contacted Ofsted.
- The inspection team also took account of the views of 85 members of staff received through questionnaires that they returned, as well as 44 pupil survey responses.

## Inspection team

Thomas Walton, lead inspector	Ofsted Inspector
Andrew Madden	Ofsted Inspector
Derek Barnes	Ofsted Inspector
Michael Onyon	Ofsted Inspector
Ahmed Marikar	Her Majesty's Inspector

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