

Bebington High Sports College

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

Inspection dates

21–22 September 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, pupils have not made the progress of which they are capable. Outcomes have not been good enough.
- Current pupils do not make consistently good progress, especially in mathematics, science and design and technology.
- The provision for pupils who have special educational needs and/or disabilities requires improvement. Some pupils do not make the progress of which they are capable.
- Some of the most able pupils, including the most able disadvantaged pupils, are not routinely challenged to make good progress in their learning.
- Teaching, learning and assessment policies are not applied consistently well across the school.
- Teachers do not routinely provide learning opportunities that enable pupils to make good progress.
- The headteacher and interim executive board need time to strengthen leadership capacity at all levels. Many leaders are new to post and have not had time to demonstrate impact.
- The leaders' system for assessing pupils is not embedded sufficiently well to inform pupils' future learning and to improve pupils' progress.
- Attendance is not good enough. Too many pupils are regularly absent from school.
- Until more recently, the rate of permanent and temporary exclusions from school has been too high.

The school has the following strengths

- The headteacher leads with moral purpose, drive and determination. She is assiduous in her pursuit of excellence for pupils.
- Leaders and the interim executive board have an accurate view of the quality of education that the school provides.
- Leaders have put the school on a course of rapid and sustained improvement. Action plans are sharp, focused and effective.
- Provisional GCSE results in 2017 are much stronger than in previous years. Current pupils, including disadvantaged pupils, make more secure progress across their subjects.
- Pupils behave extremely well. They appreciate the strong, consistent and effective behaviour management systems that are in place.
- Arrangements for pupils' personal development and welfare are good. There is a strong focus on developing pupils' health and well-being.
- Students make strong progress on academic and vocational courses in the sixth form. They are well taught. Consequently, they achieve good outcomes.
- Staff morale is high. They feel happy and valued by school leaders. Consequently, staff go above and beyond for their pupils.

Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Improve leadership and management by:
 - embedding the assessment system to ensure that it is used effectively to secure learning and progress
 - strengthening leadership capacity across the school to ensure that improvement priorities are fully achieved
 - reviewing and improving the provision for special educational needs and/or disabilities so that pupils make at least good progress.
- Improve the quality of teaching, learning and assessment by:
 - ensuring that teachers provide learning opportunities that enable pupils to excel
 - ensuring that there is sufficient challenge for the most able and the most able disadvantaged pupils
 - ensuring consistent application of school policies in relation to teaching, learning and assessment.
- Improve outcomes so that pupils make good progress across the school, especially in mathematics, science and design and technology.
- Improve pupils' personal development, behaviour and welfare by:
 - increasing pupils' overall rates of attendance and by reducing the proportion of pupils who are regularly absent from school, including in the sixth form
 - reducing the proportion of pupils who are excluded, or temporarily excluded, from school.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders recognise that they need to strengthen leadership capacity further to ensure that the quality of education that the school provides is consistently good. Several leaders are new to their role and they need time to establish themselves and to improve provision further.
- Although leaders have worked assiduously to improve the school, they have not secured consistently good outcomes for pupils. Leaders recognise that they still have work to do to raise aspirations and expectations across the school so that pupils make consistently good progress.
- Leaders understand their school well. They accurately evaluate its effectiveness and develop improvement plans that are robust, ambitious and appropriate. Leaders themselves recognise that the school still requires improvement despite the rapid improvements that they have already made.
- Leaders have strengthened accountability across the school. There are robust monitoring procedures in place to check the quality of teaching, learning and assessment. However, these systems need time to be consistently implemented by staff and to have the desired effect on improving pupils' progress and attainment.
- The funding for pupils who have special educational needs and/or disabilities is used more effectively. Leaders have undertaken a full review of the school's provision for pupils who have special educational needs and/or disabilities. They recognise that this is an area requiring further improvement because some pupils are not currently identified correctly and some pupils do not make good progress in their learning.
- Historically, leaders did not use the pupil premium funding effectively. Leaders and governors now evaluate with increased rigour the effect of their spending on pupils' outcomes. Outcomes for disadvantaged pupils improved considerably this year.
- Leaders' use of catch-up funding to support pupils who are behind in their literacy and/or numeracy skills is now effective. Pupils' reading and spelling ages improve considerably because of good-quality support. Pupils' mathematical skills continue to improve.
- Procedures for evaluating teachers' performance are robust. Teachers and senior leaders do not progress through the pay spine if they do not achieve their targets.
- Ongoing training for staff is appropriate. Staff value the opportunities afforded to them. The subject leaders for mathematics and English lead local networks. Many staff are also examiners in their subject areas and therefore know and understand the new GCSE qualifications.
- Historically, the school curriculum did not meet pupils' needs. It did not enable pupils to compete effectively with other pupils in modern Britain. The headteacher and her leadership team have addressed this issue. Pupils have access to appropriate vocational qualifications, the English baccalaureate and the full range of academic qualifications. Leaders have readdressed the balance towards some qualifications that were previously used inappropriately, for example BTEC science for all pupils, regardless of their ability. The curriculum is broad and balanced, taking into account

pupils' needs and aspirations. It is now planned more effectively to ensure that pupils can progress to appropriate employment, education or training.

- Extra-curricular provision is strong. Last year there were more than 230 extra-curricular clubs, activities and trips. Leaders track pupils' participation methodically to monitor their engagement in these activities.
- Since the previous inspection, leaders have sought out plentiful opportunities to strengthen provision across departments. They have commissioned external hard-hitting reviews of subject areas to improve the quality of teaching and pupils' outcomes. External audits have also been commissioned, for example of the effectiveness of provision for pupils who have special educational needs and/or disabilities. Leaders have acted swiftly to implement recommendations. However, there is still more to do in the provision for pupils who have special educational needs and/or disabilities. Nevertheless, the school is on a rapid journey of improvement.
- The leadership team has raised the profile of the school in the local community. This is because the headteacher leads with moral purpose, drive and determination. She has been unrelenting in her pursuit of 'shaping exceptional futures' for her pupils.
- As a result of strong leadership and improving educational provision, the number of pupils on roll has risen markedly each year. Parents are ever more engaged in their children's education.
- The headteacher has established a strong and effective parent teacher association. The size of this group and the quality of work that it undertakes are testimony to the value and trust that parents have in the headteacher and her leadership team.
- Leaders ensure that the provision for pupils' spiritual, moral, social and cultural development is excellent. It is clear that leaders take great care with this aspect of pupils' development. For example, pupils undertake the 'personal best' programme in which pupils in Years 7 and 8 undertake additional lessons in nutritional education and mental fitness.
- Leaders ensure that they actively promote fundamental British values. Pupils have a strong and influential council through which they make decisions democratically, for example on the sanctions given for failure to uphold the school's behaviour policy. Pupils also learn about different religions and cultures. They are committed to tolerance and respect, including for those pupils who identify themselves as lesbian, gay, bisexual or transgender.

Governance of the school

- Following the previous inspection, when the school was judged to require special measures, the local authority replaced the school's governing body with an interim executive board. This board is made up of highly skilled people who, alongside the headteacher, have taken the school on a journey of rapid improvement.
- The interim executive board has taken swift and effective action to replace teachers and leaders who could not support the school in moving forward. Members of the board have an accurate view of the quality of education that the school provides.
- The interim board has been forthright in pursuing a better quality of education for the school's pupils. They recognise that previously pupils did not have high enough

aspirations. As a result of strong leadership, this is no longer the case.

- The interim executive board, alongside the headteacher, has ensured that the school budget is transparent and well managed. There are now clear and effective lines of accountability. The tracking of key funding, for example the pupil premium funding and special educational needs funding, is thorough. The interim executive board ensures that these funding streams are well spent. Leaders evaluate the effectiveness of their spending against pupils' outcomes.
- The interim executive board fulfils all of its statutory duties.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a strong culture of safeguarding right across the school. Robust procedures are in place to ensure that pupils are safe. Staff undertake appropriate and regular training so that they can identify pupils who are at risk. Staff know what to do should they have any concerns about pupils.
- Pupils said that they feel safe in school. They too undertake regular training and support so that they can stay safe both in school and in the wider community. Pupils can describe what they would do if they had concerns about a friend. Pupils also have access to counselling and can refer issues to leaders and teachers through the school's website.
- Leaders work effectively with parents and have secured good relationships with vulnerable families. Overall, parents feel that pupils are safe in school and that effective support mechanisms are in place should they need access to them.

Quality of teaching, learning and assessment

Requires improvement

- Some teachers do not routinely plan learning opportunities that enable pupils to make good progress. This is because many teachers are new to the school. They are only just beginning to understand pupils' starting points.
- Some pupils have wide gaps in their knowledge, skills and understanding. This is as a result of historic poor-quality teaching. Nevertheless, leaders recognise this issue. They have effective strategies in place to fill the gaps in some pupils' knowledge through targeted support and intervention.
- Some teachers implement the school's policies consistently well in order to ensure the highest quality of teaching, learning and assessment. This is because some policies are new and need time to embed.
- Leaders have introduced an assessment system but it is not embedded across the school. Consequently, teachers do not use the system to inform pupils' future learning and to plan for more rapid progress.
- The most able pupils, including the most able disadvantaged pupils, underachieve. This is because some teachers do not take account of their prior learning and abilities.
- Teachers' use of questioning to deepen pupils' knowledge, skills and understanding is

variable. Some teachers miss opportunities to probe more deeply pupils' understanding about the concepts that they are studying. They also miss opportunities to use their questions to fill gaps in pupils' knowledge, skills and understanding.

- Some teachers do not demonstrate to pupils how tasks should be done. As a result, some pupils struggle with new concepts.
- Some teachers do not ensure that their pupils correct key pieces of work so that they are of the highest quality. As a result, when some pupils revisit prior learning, they do so from work which is incorrect or below standard. This limits pupils' ability to demonstrate their gains in knowledge, skills and understanding. They do not have the toolkit to succeed.
- Homework is set regularly and supports pupils' learning and progress.
- Teachers have secure subject knowledge. They are well placed to deliver the new GCSEs and vocational qualifications.
- Teaching assistants and other adults use their time effectively across the school to support pupils' learning.
- Teaching in English, drama and physical education is particularly strong. This is because teachers plan effectively for learning and progress. They have higher aspirations and expectations of their pupils than is seen in some other subjects.
- Relationships between adults and pupils are strong. The headteacher, with other leaders, has established a positive climate for learning where pupils can and should achieve.
- Pupils' behaviour in lessons is good. They want to succeed and achieve well. Pupils value their new teachers. They feel that the quality of teaching is much better than in previous years.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils said that bullying is rare. When incidents do occur, they know that adults in the school will help them to resolve swiftly any issues.
- Leaders ensure that pupils have many opportunities to be involved in improving the school. There is a strong pupil leadership team that works to improve aspects of the school, for example uniform. Pupils also take on roles as young sports leaders so that they can support physical education provision for local primary school pupils.
- Leaders ensure that pupils are cared for exceptionally well. Pupils feel safe and they value the extensive support provided by a wide range of adults in the school. Pupils also have access to a range of advisory services, for example online counselling.
- Leaders are firmly committed to developing pupils' self-confidence and resilience towards their learning. Leaders are adamant that pupils must experience success in all aspects of their education.
- Leaders provide an excellent programme of activities to cater for pupils' health and

well-being. They take this aspect of their work extremely seriously and have gained numerous awards for their work in this area.

- The personal, social and health education programme is excellent. Pupils value the 'respect days' when they take part in a range of activities that cater for their personal development. Topics include dealing with bullying and cyber bullying, staying safe online, healthy cookery and healthy eating, the dangers of alcohol and drug misuse, sexual health and body confidence and self-esteem.
- There are effective careers information, advice and guidance across the school. The range of activities and opportunities available is good. Leaders map provision well.

Behaviour

- The behaviour of pupils requires improvement.
- Despite leaders' best efforts, too many pupils still do not attend school as regularly as they should. Leaders' own information shows that many of those pupils who are regularly absent from school do not make good progress or attain well. Leaders exhaust every avenue to encourage good attendance. Improvements to attendance will only happen with parents' full support and cooperation.
- Until more recently, the number of permanent exclusions and temporary exclusions from school has been too high. The proportion of pupils who are excluded from school has now decreased significantly.
- Pupils' behaviour has improved dramatically since the previous inspection and they now come to school ready to learn. This is because the headteacher has introduced a new behaviour policy. She also has an unwavering commitment to getting behaviour right in lessons and around the school site. Pupils and teachers alike welcome the marked improvement in behaviour.
- Pupils who attend alternative provision behave well and are safe.
- Pupils are courteous and respectful of each other. They engage with adults and each other in a friendly manner.
- Pupils are sensible and mature and move around the site in an orderly manner.
- Pupils are proud to attend Bebington High Sports College. They take pride in their uniform and their appearance. Pupils look after the school environment and respect the facilities.

Outcomes for pupils

Requires improvement

- Outcomes for pupils have been inadequate. Pupils have not achieved well across subjects and across year groups.
- The most able, including the most able disadvantaged pupils, do not make the progress of which they are capable. Teachers do not routinely provide sufficient challenge to ensure that these pupils achieve what they are capable of.
- Provisional GCSE results in 2017 show that pupils overall have achieved much better outcomes than in previous years. Pupils' attainment in English is good. However,

although pupils' attainment in mathematics and science has improved, they continue to underachieve in these subjects. Attainment in design and technology remains weak.

- Current pupils now make stronger progress than in previous years. However, leaders acknowledge that they have had to focus their efforts on improving progress and attainment in key stage 4. Leaders are now monitoring and evaluating the provision in key stage 3 much more closely to ensure that these pupils make at least good progress.
- The progress made by pupils who have special educational needs and/or disabilities across the school is not good enough. This is because provision does not effectively meet some of the needs of these pupils. Tracking is not secure. Staff training also requires improvement so that teachers can address pupils' barriers to learning more effectively.
- Progress made by pupils who have moderate learning difficulties and who use the school's specialist resource base is good. This is due to the personalised support that they receive. Adults assess pupils' needs accurately and they experience good-quality teaching, enabling them to achieve well.
- Provisional results for 2017 also show that the proportion of pupils who achieved a good pass in both English and mathematics has risen dramatically. The proportion of disadvantaged pupils who achieved a good pass in English and mathematics has also improved considerably.
- Across subjects, the difference between disadvantaged pupils and other pupils nationally continues to diminish. Leaders have taken effective action to improve learning and progress for many disadvantaged pupils. The use of the pupil premium funding is now effective.
- Leaders' efforts to reduce the difference between boys and girls have been successful. Provisional outcomes for 2017 show that boys have caught up with girls in many subjects.
- Pupils who attend alternative provision make good progress. Leaders ensure that they are well tracked and study for appropriate qualifications.
- A similar proportion of pupils progress to employment, education or training as is seen nationally. This figure has improved over time.

16 to 19 study programmes

Good

- Students make good progress across most subjects in the sixth form and they achieve well. They make the strongest progress in vocational subjects. Leaders are taking effective action to improve outcomes further in science and mathematics.
- Disadvantaged students make good progress in relation to their starting points.
- The leadership of the sixth form is good. Leaders' evaluation of the effectiveness of provision is accurate and rooted in secure evidence. Leaders know exactly what actions to take to strengthen provision further.
- The 16–19 study programmes are well designed. Students undertake appropriate work experience and they have ample opportunities to develop employability skills. The

programme of enrichment studies is varied and relevant.

- Information, careers advice and guidance are key strengths. Students receive regular guidance to help them to make decisions about their future employment, education or training.
- Students who resit GCSE English and/or mathematics make good progress. An increasing number of students achieve a higher-grade pass. Students who progress from the main school to the sixth form are especially successful.
- The monitoring of the quality of teaching, learning and assessment is good. Leaders are taking effective action to ensure that monitoring systems are as robust as they can be. Consequently, leaders hold teachers to account for the standards that their students achieve.
- Teaching in the sixth form is consistently good. That said, some teachers occasionally miss opportunities to deepen students' knowledge, skills and understanding through well-designed discussion and debate.
- Students behave well right across the sixth form and they are kept safe. However, a small minority of students need to attend more regularly.
- The proportion of students who secure places at higher education establishments is good. The proportion of students who progress to education, employment or training is improving each year. It is now in line with the national average.
- The number of students who begin their course in Year 12 and progress through to Year 13 is good. Leaders are taking steps to improve rates of retention even further.
- The curriculum meets the needs of current students. However, leaders are committed to enhancing and reviewing the curriculum offered so that it attracts a wider range of students.

School details

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| Unique reference number | 105106 |
| Local authority | Wirral |
| Inspection number | 10040379 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Secondary |
| 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 | 1025 |
| Of which, number on roll in 16 to 19 study programmes | 104 |
| Appropriate authority | Interim executive board |
| Chair | Chris Hampshire |
| Headteacher | Catherine Kelly |
| Telephone number | 01516 454154 |
| Website | http://www.bebingtonhigh.com/ |
| Email address | schooloffice@bebingtonhigh.com/ |
| Date of previous inspection | 26–27 April 2016 |

Information about this school

- Bebington High Sports College is an averaged-sized secondary school.
- The school has significantly more boys on roll than girls.
- The proportion of disadvantaged pupils is higher than the national average.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is lower than the national average.
- A small number of pupils attend alternative provision at 'Wirral Respite Alternative Provision', 'Wirral Hospitals' School' and 'The Vocational College'.

- The school has a specialist resource base for pupils who have moderate learning difficulties.
- The proportion of pupils who have special educational needs and/or disabilities is higher than the national average.
- Since the previous inspection, a new headteacher and deputy headteacher have been appointed. The local authority replaced the governing body with an interim executive board.
- The school did not meet the government's floor standards in 2016. The floor standards set the minimum expectations for progress and attainment in key stage 4.
- The school meets the government's definition of a coasting school.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed teaching in a range of lessons across key stages 3, 4 and 5. Several observations were conducted jointly with senior leaders.
- Inspectors undertook an in-depth analysis of pupils' work in several subjects across the school, including in the sixth form. This was jointly conducted with both senior and middle leaders. In addition, inspectors looked at a wide range of pupils' work in lessons.
- Meetings were held with senior leaders, members of the interim executive board, a representative from the local authority, middle leaders, teachers and newly qualified teachers. A phone call was made to the school improvement partner.
- A range of documentation was scrutinised by the inspection team, including: the school's own self-evaluation; the school improvement plan; the school improvement partner's reports; departmental review documentation; records of the quality of teaching, learning and assessment; records of ongoing teacher training; minutes of the meetings of the interim executive board; information about how well current pupils are progressing in their learning; analyses of past pupils' performance; and behaviour and attendance records.
- Observations of pupils' behaviour were undertaken before the start of the school day, between lessons, during breaktimes and at lunchtimes. Inspectors met formally with a range of pupils from key stages 3 and 4 and students in the sixth form.
- Inspectors took into account 27 responses to Ofsted's online questionnaire, Parent View.

Inspection team

| | |
|--------------------------------|-------------------------|
| Jonathan Smart, lead inspector | Her Majesty's Inspector |
| Ahmed Marikar | Her Majesty's Inspector |
| Deborah Bailey | Ofsted Inspector |
| David Woodhouse | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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