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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



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Mr Ross Trafford
Principal
Holyhead School
Milestone Lane
Handsworth
Birmingham
B21 0HN

Dear Mr Trafford

No formal designation inspection of Holyhead School

Following my visit with Catherine Crooks, HMI, to your school on 14 December 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector of Education, Children's Services and Skills was concerned about behaviour at the school.

Evidence

Inspectors considered evidence that included:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- discussions with school leaders and staff.

Having evaluated the evidence, I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

Context

The school is a larger than average-sized secondary school. Currently, there are 1,050 pupils on roll in Years 7 to 11 and 264 pupils attend the sixth form. The vast majority of pupils are from minority ethnic backgrounds and a much larger proportion than average speak English as an additional language. The proportion of pupils who have special educational needs (SEN) and/or disabilities is well above average but a smaller proportion than average have a statement or education, health and care plan. An above average proportion of pupils are supported by the pupil premium.

Personal development, behaviour and welfare

Pupils have positive attitudes to learning and conduct themselves very well. They are proud of Holyhead School and feel valued and well supported by staff. Positive and productive relationships between all members of the school community help pupils to thrive.

The vast majority of pupils fully engage with the learning activities that they are presented with. They listen carefully to staff and each other, and respond with enthusiasm to high expectations, such as 'first time, every time'. Pupils concentrate well and lessons are rarely disrupted. However, pupils are not routinely given opportunities to take full responsibility for their learning. Leaders have correctly identified that, as a result, some pupils' learning behaviours are underdeveloped.

Pupils value the rewards system that is used consistently across the school. They are clear about the consequences of their actions and they are motivated by the fact that positive behaviour, academic progress and achievements outside of school are recognised and rewarded. They are also keen not to lose points as a result of inappropriate behaviour.

Pupils behave well outside of the classroom. The start and end of the school day are calm and orderly and pupils are considerate of others during social time. Pupils are polite and welcoming to visitors and enjoy positive relationships with each other.

The vast majority of staff manage pupils' behaviour very well. However, a very small number do not consistently apply the school's behaviour policy. The high-quality monitoring system, which has been developed to meet the needs of the school, gives a clear overview of important aspects of school life. Staff analyse the information collected to determine actions to help to improve behaviour, attendance and well-being. Information about their children's behaviour can also be accessed by parents. This further enhances the effective impact of the monitoring system.

Pupils are clear about how they are expected to behave and they understand why rules are in place. They respond immediately to requests to modify their actions but do not always regulate their own behaviour. For example, some pupils have to be

reminded to remove their coats when they enter the school building.

Pupils are well supported by staff and they care for each other. Older pupils look after younger ones within mixed-age tutor groups and pupils from different backgrounds get on very well with each other. This is an inclusive school.

Spiritual, moral, social and cultural development are embedded within the culture of the school and fundamental British values are promoted well. The curriculum also contributes effectively to pupils' behaviour and welfare, including their physical, mental and personal well-being.

Staff promote equality of opportunity and diversity exceptionally well. The ethos of the school prevents any form of discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. Pupils told inspectors that there is no racism in the school and that bullying is rare. They are confident that staff would help them to resolve any issues should they arise.

Punctuality has improved and most pupils have excellent attendance. Clear systems are in place to follow up absence and rates of attendance have been similar to the national average over time. However, pupils who have SEN and/or disabilities attend less frequently than other groups of pupils.

Priorities for further improvement

- Ensure that behaviour management processes are applied consistently by all staff.
- Take further action to help pupils develop their learning behaviours and improve their capacity to regulate their own behaviour.
- Take effective action to improve the attendance of pupils who have SEN and/or disabilities.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Birmingham. This letter will be published on the Ofsted website.

Yours sincerely

Simon Mosley

Her Majesty's Inspector