

Inspection of Lordswood Boys' School

Hagley Road, Harborne, Birmingham, West Midlands B17 8BJ

Inspection dates: 15 and 16 February 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils enjoy attending Lordswood Boys' School. They receive a good quality of education. Teachers and other staff expect the best of pupils. All staff have a shared desire to improve the school. Pupils understand that education can open up opportunities for them to become positive and productive members of society. Leaders and teachers believe that 'literacy builds success'. Leaders' and teachers' focus on improving pupils' literacy has had a very positive impact on pupils' ability to learn more across the curriculum.

Teachers have high expectations of pupils in lessons. They expect pupils to produce high-quality written work and contribute to class discussions. This happens consistently in different subjects. Teachers regularly check that expectations are met. Pupils understand teachers' expectations and respond positively to them.

Behaviour in lessons is generally calm and purposeful. Pupils are proud of their new school buildings and treat them with respect. Different groups of pupils get on well together. There is a harmonious atmosphere throughout the day. Pupils respect school staff and respond positively when instructions are given. Bullying is not tolerated and is therefore rare. Everyone knows what to do when this happens.

What does the school do well and what does it need to do better?

The school is very well led. The principal has worked with multi-academy trust leaders to improve the school. They have been well supported by a committed board of trustees. Leaders believe that pupils at Lordswood Boys' School deserve the best possible education. They want every pupil to have a wide range of opportunities. They believe that pupils should be ambitious about what they can achieve. Leaders' work to ensure that these values are realised has led to many improvements across the school. Leaders have rightly celebrated the successes of recent years. As a result, they have sometimes been less focused on areas that still need to improve.

The curriculum offers a wide range of subjects. Pupils are guided by their teachers towards appropriate qualifications in key stage 4. As a result, the vast majority of pupils pursue further education when they leave the school. Teachers plan carefully what pupils should learn in lessons. Their planning focuses particularly on developing pupils' literacy skills. Teachers expect pupils to write extended answers and to explain themselves fully when answering questions in class. However, the curriculum in key stage 3 does not yet match the full breadth of the national curriculum. For instance, pupils do not get the chance to study design and technology or computer science. Leaders have plans in place to address this.

Pupils receive opportunities to develop their wider interests. Regular 'personal development days' give pupils the chance to consider various issues. For example, pupils recently learned about sexuality and relationships. They valued the chance to discuss these issues with their peers and teachers. The school has introduced

enrichment lessons for all pupils. These provide opportunities for pupils to experience a wider curriculum. For instance, pupils can choose from topics such as ancestry, construction or journalism. Leaders want to improve the extra-curricular options further. For example, pupils currently have limited opportunities to take part in musical ensembles or drama productions. There are also limited opportunities for pupils to go on trips and visits.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The curriculum is well planned for these pupils. Teachers adapt the curriculum planning appropriately to ensure that pupils can learn all subjects. Teachers have detailed plans on how to support pupils with SEND. Leaders check that these plans are followed.

Careers information, education, advice and guidance are provided for pupils in all year groups. Pupils are able to meet with a careers adviser. They also learn about different careers during their lessons. Additionally, expert speakers talk to pupils during 'personal development days'.

Safeguarding

The arrangements for safeguarding are effective.

All staff know what to do to ensure that pupils are kept as safe as possible. Leaders share responsibility for ensuring that safeguarding systems are working properly. Staff and trustees receive extensive training. Everyone understands how important this training is. They ensure that pupils receive help when they need it. Leaders work with outside agencies to secure this.

Pupils learn how to keep themselves safe. They receive extensive information and guidance. They are confident to discuss safeguarding issues. They know what to do if they have, or someone they know has, a problem.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Currently, pupils are not able to study all national curriculum subjects at key stage 3. For example, pupils do not have the opportunity to study computer science or design and technology. However, it is clear from leaders' actions that they are in the process of bringing this about and are making the necessary adjustments to the curriculum. Leaders are aware that pupils should study a curriculum which is as broad and ambitious as the national curriculum. For this reason, the transition arrangements have been applied.
- Occasionally, trustees, leaders and governors do not question or challenge why decisions are made. Leaders at all levels must ensure that, alongside identifying things that have been done well, they also focus sharply on what still needs to improve.

- Pupils do not have access to a wide enough variety of extra-curricular opportunities. This means that some pupils do not have the chance to develop their enjoyment of creative subjects like music and drama. Leaders should widen the extra-curricular provision to ensure that pupils can experience as broad a range of opportunities as possible.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	145120
Local authority	Birmingham
Inspection number	10212202
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	426
Appropriate authority	Board of trustees
Chair of trust	Peter Thomas
Principal	Lee Williams
Website	www.lordswoodboys.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is sponsored by Central Academies Trust, which it joined in 2017. The predecessor school was judged to be inadequate when last inspected by Ofsted in 2016.
- The school moved into brand new buildings on the existing site in 2020.
- The school does not currently use any alternative providers.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held discussions with the principal, director of education and other senior and middle leaders, including curriculum and pastoral leaders and the special educational needs coordinator.
- Inspectors also talked to teachers, members of the board of trustees and the multi-academy trust chief executive officer.
- Inspectors carried out deep dives in mathematics, English, history, geography and science. For these, inspectors met with subject leaders and teachers, visited lessons, spoke to pupils and also considered their work.
- Inspectors met with members of staff individually and in groups and spoke to pupils in formal and informal situations.
- The views of staff, parents and pupils were also taken into account through the Ofsted surveys that were completed during the inspection.
- Inspectors considered school records of bullying, behaviour, attendance, punctuality and safeguarding.
- Safeguarding arrangements were scrutinised through the consideration of the single central record and policy documents, and through discussions with the designated safeguarding lead.

Inspection team

Thomas Walton, lead inspector	Ofsted Inspector
Mike Onyon	Ofsted Inspector
Eddie Wilkes	Ofsted Inspector

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