

Inspection of Nunnery Wood High School

Spetchley Road, Worcester, Worcestershire WR5 2LT

Inspection dates: 9 and 10 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils are proud to come to Nunnery Wood High School. They enjoy their lessons and have extremely positive relationships with staff. The school's ethos that, 'we share an irresistible belief that each child will succeed' is understood by all. Pupils rise to the high expectations of staff and consistently achieve well in their GCSE examinations.

Pupils behave very well. They listen attentively to their teachers and complete the work that is asked of them. At break and lunchtimes, pupils play together sensibly and enjoy talking with their friends. Pupils say that bullying is extremely rare and, when it does occur, staff deal with this quickly and effectively. Pupils feel safe and appreciate the care they get from staff.

Leaders have ensured that there is a well-planned curriculum. Pupils study a broad range of subjects at key stage 3, including dance and drama. At key stage 4, pupils can pursue their passions and interests and select from a wide variety of courses. Pupils value the support they receive from their teachers in helping them to be successful.

The school's extra-curricular programme is rich and diverse. There are a wide range of clubs which take place at lunchtime and after school. Pupils take part in many different sports, art and 'STEM' clubs. In addition, pupils also enjoy participating in debating and politics clubs.

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

Leaders are ambitious for all pupils. They have a sharp focus on ensuring all pupils achieve well. Senior and curriculum leaders work together closely to discuss and evaluate the curriculum to ensure it continues to develop and improve. As a result, outcomes at key stage 4 are consistently strong.

Curriculum leaders have thought carefully about the order in which topics are taught. It is clear how the curriculum develops pupils' knowledge and skills over time. In mathematics, for example, leaders have appropriately considered what knowledge pupils need and how they build on what they already know. There are also planned opportunities to revisit learning. Leaders in science, for example, are clear about how teachers return to key concepts that have previously been taught. Consequently, pupils can talk confidently about what they know and understand across the curriculum.

Teachers have strong subject knowledge and present new ideas in a clear and logical way. Pupils value the feedback they receive from their teachers and the opportunity to improve and reflect on their work. In most parts of the curriculum, teachers use assessment effectively to check learning. This helps to identify where errors and misconceptions might exist and if further teaching is required. On a few

occasions, assessment in key stage 3 can be overly focused on what pupils need to know at GCSE level. This does not always help to pinpoint the exact knowledge pupils should have learned for their stage of development.

Leaders have worked hard to strengthen the curriculum in languages. It is clear how pupils develop their knowledge in phonics, grammar, and vocabulary over time. Pupils in Year 7 begin studying one language and many will go on to study a second language in Year 8. However, the number of pupils opting to study a language at key stage 4 remains relatively low. Leaders recognise this and have already put in place plans to help increase pupils' uptake of languages at key stage 4.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers use 'pupil passports' effectively to adapt their teaching and ensure pupils with SEND can access the full curriculum. Teaching assistants are deployed across the school and meet regularly to discuss pupils' progress. Pupils with weak literacy are quickly identified in Year 7. This enables staff to put in place targeted support so that pupils' reading and writing skills can improve.

Leaders have put in place a wide-ranging programme for pupils' personal development. 'SMSC Days' are calendared throughout the school year and cover a broad range of topics including relationships, sex and health education. Pupils value these days and additional leadership opportunities such as electing representatives to the school's 'pupil parliament'. The school's careers programme is extremely strong. Pupils in all year groups receive high-quality advice and guidance. This includes information related to apprenticeships and local colleges. As a result, the overwhelming majority of pupils secure a place in education or training when they leave the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. Leaders are highly reflective and continually look to improve on their strong practice. Processes for checking and recruiting staff are strong. Staff receive regular training on safeguarding matters and are clear what they should do if they have a concern about a child. Leaders have done extensive training with staff and pupils around harmful sexual behaviours so that, where issues arise, these can be addressed effectively. Pupils are taught to keep themselves safe through the school's 'SMSC Days' and form time.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At present, not enough pupils choose to study a language at key stage 4. This means that the number of pupils completing the suite of subjects which makes up the English Baccalaureate remains below the government's national ambition.

Leaders should ensure that they continue with their existing plans so that more pupils opt to study languages if they wish to pursue the subject.

- On some occasions, teachers at key stage 3 do not use assessment as well as they could. This can sometimes have an over-reliance on what pupils need to know at GCSE level and not what pupils know and can do now. Leaders should look to refine their assessment system at key stage 3 so that it more carefully checks pupils' learning.

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	137051
Local authority	Worcestershire
Inspection number	10212001
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,464
Appropriate authority	Board of trustees
Chair of trust	Ruth Jenkinson
Headteacher	Stephen Powell
Website	http://www.nunnerywood.worcs.sch.uk
Date of previous inspection	29 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider and two unregistered providers where a small number of pupils attend on a part-time basis.

Information about this inspection

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

- This was the first routine inspection the school received 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.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 11 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.
- Inspectors focused on the following subjects: English, mathematics, science, languages, geography and ethics and philosophy. Inspectors examined leaders' plans, visited lessons, looked at pupils' work and talked with pupils about the way

these subjects are taught. They also looked at other subjects to check how they are planned and taught.

- Inspectors reviewed a range of school documents. These included information about behaviour, attendance, the school curriculum, and improvement planning. The school website was also checked.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised further safeguarding records. They also asked how incidents reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with trustees, the headteacher, senior leaders, lead professionals, teachers and pupils. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors considered responses to the online survey, Ofsted Parent View, and free-text comments. Inspectors also considered responses to Ofsted's staff survey and pupil questionnaires.

Inspection team

Mark Howes, lead inspector	Her Majesty's Inspector
Jane Epton	Ofsted Inspector
Steve Byatt	Ofsted Inspector
Clare Considine	Ofsted Inspector
William Keddie	Ofsted Inspector

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