

Inspection of The Arthur Terry School

Kittoe Road, Four Oaks, Sutton Coldfield, West Midlands B74 4RZ

Inspection dates: 15 and 16 November 2022, and 6 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

Ofsted has not previously inspected The Arthur Terry School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Be proud, be kind, be ready – this motto underpins everything that happens in this very well-run school. Leaders have exceptionally high aspirations for all pupils and students and this shows in every aspect of their work. Leaders want pupils to achieve their best and they frequently do. The sixth-form provision is exceptional. Pupils and students are a pleasure to speak to. They are mature, friendly, welcoming and proud of their school.

Lessons are orderly, focused and free from disruption. Pupils apply themselves fully to their learning. Sixth-form students act as role models to younger peers and ambassadors for leaders. The positive relationships between staff and pupils are a key factor in the school's success. Incidents of bullying are very rare. Pupils have full confidence in their teachers to swiftly deal with bullying if it ever happens.

All pupils benefit from an extensive and carefully planned curriculum to enhance their personal development. For example, all pupils receive exceptional advice about possible career paths and next steps in education. The wider curriculum promotes equality of opportunity and diversity very effectively. As a result, pupils understand, appreciate and respect difference in the world and its people. Pupils are very well prepared for life in modern Britain.

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

Senior leaders have created a culture of high ambitions and aspirations for every pupil and student. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). These aspirations are evidence in the school's broad, balanced and ambitious curriculum. For example, all pupils in Year 10 are expected to study a language. Leaders have ensured that subject leaders have carefully laid out what pupils should learn in each year group, including in the sixth form. As a result, learning is very well structured and sequenced.

Leaders make sure that pupils with SEND receive the support they need. While there has been some turbulence in the past, leaders in place now are beginning to make a difference. The new leader of the SEND department has robust processes and systems in place to gain a strong oversight of how well pupils with SEND do. Teachers receive clear information on how to best support pupils in lessons. They put targeted support and effective intervention in place to make sure that all pupils can access their learning and be successful. If needed, pupils with SEND receive sensitive, well-targeted support with their behaviour and social skills.

Leaders have introduced a range of strategies that they call 'vulnerable first'. These are designed to ensure that teachers meet the needs of all pupils in lessons. These strategies are effective and lead to pupils knowing more and producing high-quality work. On occasion, however, some teachers do not consistently use these strategies. This includes adapting their lessons and adapting their teaching to meet the needs

of all pupils. Consequently, some pupils, particularly those who are disadvantaged, sometimes do less well.

Leaders support pupils who are at the early stages of learning to read very well. Teachers know who needs support. Pupils receive individualised intervention to help them to become proficient readers. Pupils say that they enjoy reading because of the help they have had.

Leaders have an unwavering focus on developing each pupil as a rounded individual. This work is exceptional. Pupils benefit from endless clubs, activities and social events as well as a range of opportunities to take leadership roles. Pupils discuss topical issues with great sensitivity and receive well-developed teaching about a wealth of topics, such as mental health, protected characteristics, healthy relationships and diversity. Furthermore, pupils receive high-quality and impartial advice about their next steps. Consequently, pupils are exceptionally well prepared for life after school.

Students in the sixth form benefit from an exceptional quality of education. They receive excellent support and feedback. Lessons are places where deep learning takes place, and students achieve very well. They speak highly of their school and are proud students. They receive extremely effective careers advice. As a result, all students go on to appropriate destinations.

Pupils' behaviour is very strong. They understand and willingly meet leaders' very high expectations of their behaviour and their interactions with others. Leaders and staff are knowledgeable about how to teach and promote positive behaviour. They provide excellent, tailored support for pupils who need additional help to behave well or to get the most out of school life.

Senior leaders and trust executives have a highly detailed, accurate understanding of the school's strengths and weaknesses. Senior leaders work well with trust leaders to continuously improve the school and strive for excellence. Leaders have ensured that all staff receive innovative pedagogy training. Consequently, teachers are experts in their subjects. Staff speak highly of the support they receive from senior leaders, including well-being and workload support.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding practices are very well embedded. Leaders ensure that staff receive regular training, which includes the potential risks that pupils may encounter in their local area. Staff know what to do if they are concerned about a pupil. The expert safeguarding team works well with external agencies to seek the support a pupil may need. Pupils say that there is a trusted adult at the school they can talk to if they are worried about anything.

Leaders have ensured that pupils are well-versed in online safety and dangers around the use of social media. Trained staff provide mental health and well-being support to any pupil who needs it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teachers consistently apply the school's effective strategies to support disadvantaged pupils, such as adapting their lessons and adapting their teaching to meet the needs of all pupils. When this happens, pupils' work is of a lower standard, left unfinished or not attempted. Leaders should ensure that all staff consistently support pupils so that learning is matched to pupils' needs and all pupils achieve as well as they are capable of achieving.

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.

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	138136
Local authority	Birmingham
Inspection number	10242478
Type of school	Secondary
School category	Academy
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1755
Of which, number on roll in the sixth form	362
Appropriate authority	Board of trustees
Chair of trust	John Vickers
Headteacher	Samantha Kibble
Website	www.arthurterry.bham.sch.uk
Date of previous inspection	Not previously inspected under Section 5 of the Education Act 2005

Information about this school

- The school is larger than an average-sized secondary school. It is the founding member of the Arthur Terry Learning Partnership, a multi-academy trust.
- The school does not use any alternative provision for its pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection the school had 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.
- Inspectors initially inspected the school on 15 and 16 November 2022. On 6 December 2022, one of His Majesty’s Inspectors returned to the school to gather further evidence. The evidence gathered from all three days was used to inform the final judgements.
- Inspectors met with senior leaders, including the headteacher, deputy headteachers, assistant headteachers and associate assistant headteachers, and held meetings with advocates, formerly known as governors, and the chair of the board of trustees. Inspectors also met with the trust’s secondary strategic lead, the director of secondary education and chief executive officer. An inspector held a telephone meeting with the school’s improvement partner. Meetings were held with curriculum leaders and the SEND coordinator.
- Inspectors carried out deep dives in these subjects: mathematics, English, science, modern foreign languages and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils and students about their learning and looked at samples of their work. Other subjects were considered during the inspection.
- Inspectors observed pupils’ behaviour during lessons and at breaktimes and lunchtimes. Inspectors spoke to many pupils about their experience at the school.
- Inspectors scrutinised a range of safeguarding information, including the school’s safeguarding policy, spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe and spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents.
- Inspectors took account of parents’ free-text comments and the responses on Ofsted Parent View. Inspectors also considered the responses to the pupil and staff surveys.

Inspection team

Bianka Zemke, lead inspector	His Majesty’s Inspector
Nicola Beech	His Majesty’s Inspector
Darren Bishop	Ofsted Inspector
Mike Onyon	Ofsted Inspector
Jane Epton	Ofsted Inspector
Sue Morris-King	His Majesty’s Inspector

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