



# The Arthur Terry School

## Inspection Report

**Unique Reference Number** 103523  
**LEA** Birmingham  
**Inspection number** 276943  
**Inspection dates** 18 January 2006 to 19 January 2006  
**Reporting inspector** Mark Sims HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary	<b>School address</b>	Kittoe Road
<b>School category</b>	Community		Sutton Coldfield
<b>Age range of pupils</b>	11 to 18		West Midlands B74 4RZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 3232221
<b>Number on roll</b>	1564	<b>Fax number</b>	0121 3088033
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Brian Thompson
<b>Date of previous inspection</b>	24 January 2000	<b>Headteacher</b>	Mr Christopher Stone

<b>Age group</b> 11 to 18	<b>Inspection dates</b> 18 January 2006 - 19 January 2006	<b>Inspection number</b> 276943
------------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

The Arthur Terry School is larger than average and significantly over subscribed. It has been a performing arts college since 2001. Students from a White British background represent 94% of the school population. The largest minority ethnic group is Greek. There are low numbers of students for whom English is an additional language. The proportion of students with learning difficulties and disabilities is broadly average. Eligibility for free school meals is low. The school has been a member of the schools' specialist trust for most improved schools for the last three years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with many outstanding features. This is in line with the school's view of itself. Students' personal development is exceptional as is the school's partnerships with others, and its attendance rate.

From a good start students achieve well throughout the school. The school's status as a performing arts college has had a significant impact in raising standards of attainment. Students' behaviour in and around school is good as is their attitude to learning. The quality of teaching and learning is good overall; however the pace of some lessons could be brisker. Whilst most students know at what level they are working, the marking in some exercise books gives them little idea of what they need to do to improve. Teachers use information and communication technology (ICT) in presenting lessons but students' opportunities to use ICT varies from subject to subject.

The curriculum is good and provision for after school activities is very strong. It provides a good quality of care, support and guidance for the diverse needs of its students. Leadership and management are good and the headteacher's commitment to improvement through the establishment of a shared leadership model is outstanding. However, the school does not make sufficient use of analysis of students work to ensure that the quality of marking is as good as it can be.

The school has made significant improvements since the last inspection and has the capacity to go on and improve in the areas identified that need further development. It gives outstanding value for money.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

Inspectors agree with the school that the sixth form is effective. Standards achieved are high and students show a high degree of personal development in the responsibilities they take. The quality of teaching is good and the curriculum is appropriate to the needs of students. The shared leadership model enables the sixth form to be well led.

## **What the school should do to improve further**

- Ensure that all teaching and learning is consistently good in order to raise standards.
- Use analysis of students' work to improve the quality and consistency of marking.
- Extend the students' use of ICT across the curriculum.

## **Achievement and standards**

### **Grade: 2**

Students achieve well at Arthur Terry. They do well when they start school and build on this throughout their time at the school.

By the end of Key Stage 3 they reach standards that are well above average and so make good progress. At Key Stage 4, the school's results are well above the national average and are rising. Students do well in most of their subjects and courses including English, mathematics and science. The students' attainment has continued to rise since the school became a performing arts college and has done so faster than the national trend.

There is little variation in the good level of progress made by groups of students, including those from minority ethnic groups, those for whom English is an additional language and students with learning difficulties and disabilities. Overall students' do well compared to their starting points.

Achievement and attainment in the sixth form is above average when compared to other schools. There has been substantial improvement in results the last three years and students have achieved above expectations.

Students progress throughout the school is good as a result of the good teaching, care and support they receive and their own attitude to work.

## **Personal development and well-being**

### **Grade: 1**

Students' personal development is outstanding. Attendance rates are exceptionally high and reflect students' keenness to be at school. Most arrive punctually, ready to start promptly. Relationships between staff and students are very good. They show respect for each other in lessons and most students behave well. The vast majority are confident, enthusiastic learners and those with learning difficulties participate fully because they are well supported. Students are fully involved in shaping the work of the school, for example the School Council has successfully spent its budget on resources to improve teaching and learning and lobbied for healthier school meals. Students benefit from the extensive range of before and after school activities. There is a strong emphasis on fitness with some students arriving by eight o'clock for basketball training. Older students mentor younger ones and many visit primary schools to share their secondary school experiences. Students show initiative and perseverance in starting and sustaining projects. 'Arthur Terry Radio' is an excellent example of how they communicate with others. Students are aware of the needs of others and were visibly moved in an assembly that considered young people in Africa facing poverty. They raised over £12,000 to support charities last year. They learn about other cultures and appreciate the richness and diversity of modern society. Students develop spiritually through opportunities for reflection and through being given a range of personal challenges.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Relationships between teachers and students are very good and this contributes to students' motivation and progress. Teachers' planning is generally good. In the most successful lessons, a range of stimulating activities holds students' attention. Such lessons move briskly and teachers' expectations are high. Consequently, most students including those with special educational needs progress well.

In a few lessons where the pace is slower some students do not work as well as they can and do not make sufficient progress. Students' use of ICT to assist their learning is underdeveloped in some subjects although teachers use ICT well to present lessons. Students' numeracy and literacy skills are well developed. Homework is not set consistently and does not always move learning on. Teaching assistants effectively support teaching and learning.

Assessments are rigorous and frequent. Data is analysed well to check that students are making appropriate progress and to identify those who need support. The focus on 'assessment for learning' is developing but good practice is not sufficiently shared across all departments. Most students understand the level at which they are working. However, marking of students' work varies and often does not help them see how well they have achieved or what they have to do to improve.

In the sixth form students do well on account of the generally good teaching they receive.

### Curriculum and other activities

#### Grade: 2

The school provides a good, broad curriculum that meets the needs of all students. It meets all of its statutory requirements. A wide range of courses are offered, including a good choice of performing arts and vocational subjects at GCSE. There are good arrangements for students to follow an alternative curriculum to GCSE courses. The schools' status as a performing arts college has contributed to the school providing an outstanding range of additional activities and educational visits that enhance students' learning. Religious education and ICT are taught as discrete subjects so that students can take GCSEs in both if they choose.

The sixth form curriculum is responsive to the needs and aptitudes of students. There is a developing vocational curriculum. The schools' provision for students to gain work experience prepares them well to contribute to their future economic well-being. The plans for enterprise education are established and under development.

## **Care, guidance and support**

### **Grade: 2**

The school cares for its students well. Form tutors stay with students over their time in the school so that supportive relationships are established early and built upon. In all years students' progress is very carefully tracked and learning targets set accordingly. Sixth formers act as mentors for younger students. Year 11 students work with Year 5 students in their primary schools. In these ways and others the whole school community supports its members. Students and parents are fully advised about GCSE and sixth form courses so that properly informed choices are made. Similar good care is given to students who have learning difficulties and disabilities. Suitable arrangements are in place for child protection, for the care of vulnerable children, and for risk assessments. Although a few parents raised concerns, the vast majority feel that care and guidance are strengths of the school. Students feel so too and inspectors share that view.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. The headteacher provides clear leadership and direction and is focussed on improving standards. He has an outstanding commitment to school improvement and has built a strong leadership team which shares his vision and communicates well with all staff. An outstanding feature is the development of a planned shared leadership model where all leaders take responsibility for improvements. This has been recognised through an Investors in People award. This model has made a significant impact on the provision for the sixth form. The school knows itself very well through its self-evaluation process and has linked this closely to its development planning. Its accurate knowledge about strengths and weaknesses in teaching is based on a comprehensive system of lesson observations. This has provided the basis for its continuing professional development programme. There is not yet a sufficiently robust system to evaluate the quality of children's work. The school is rightly proud of its inclusive nature and the good support it provides for individuals and vulnerable groups. The governing body takes an active role in all aspects of the school and knows its strengths and weaknesses well. The school manages its finances very well and provides outstanding value for money.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	2	
The attendance of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	insufficient evidence

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you so much for letting us share a few days with you. It was a pleasure meeting you all and I would like to let you know what we think of your school.

We think you are very fortunate to be at a good school where your teachers and other staff work so hard to give you a rich and varied programme of activities. For example, we watched you working so enthusiastically in basketball and orchestra and obviously you enjoy such experiences.

In most lessons you behave really sensibly and work hard so that you do well in your studies. We are sure you will appreciate what the school has done for you as you move onto further or higher education or into the world of work.

It was really impressive to see how much you do to help others less fortunate than yourselves. Raising over £12,000 for charity is really stunning. In addition, the way some of you act as mentors in your school and in other schools shows us how mature you are and how much the school thinks of you to be given such responsibilities. We know the school takes good care of you and helps you in every way it can.

We have asked the staff and governors in your school to

Work harder in checking your work and giving you more advice as to how to improve what you do.

Make sure you have really good opportunities to succeed fully in all lessons and subjects.

Help you to use computers in more of your lessons so that you become really good at applying your ICT skills wherever you can.

It was a delight to visit your school and we wish you every success in your future.