

Waverley School

Inspection report

Unique Reference Number	103481
Local Authority	Birmingham
Inspection number	336089
Inspection dates	28–29 April 2010
Reporting inspector	Pam Haezwindt HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	835
Appropriate authority	The governing body
Chair	Irene Millward
Headteacher	Kamal Hanif
Date of previous school inspection	20 June 2007
School address	Hob Moor Road Small Heath West Midlands
Telephone number	0121 4641780
Fax number	0121 4647479
Email address	enquiry@waverley.bham.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by one of her Majesty's Inspectors and four additional inspectors. Inspectors observed 34 lessons and 38 teachers, four form periods and an assembly. Meetings were held with groups of students, staff and governors. Inspectors observed the school's work, such as lunch times and out of school activities and scrutinised assorted documents including the school improvement plan, assessment data, student tracking, school policies, minutes of governing body meetings, community cohesion information and 62 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment in English and other subjects which have not performed so well despite the high outcomes in GCSE A*-C
- attainment of the most able
- teaching, assessment, tracking, guidance and intervention to see if the support and challenge are sufficient
- provision and outcomes in Key Stage 3 to see if they provide the right foundation for Key Stage 4
- the curriculum to see it provides choices for optimum achievement and attainment.

Information about the school

The number of students on the school roll is steadily rising. The proportion of students entitled to free school meals is exceptionally high and there is a high percentage of students with special educational needs and/or disabilities. The majority of students are Pakistani. There is a minority in almost equal numbers of Bangladeshi and Black African of whom the latter comprise a large proportion of Somali students, some of them new entrants to the country. The percentage of students who speak English as an additional language is well above the national average. A small proportion of students are White British. The school has been a specialist humanities school since 2006 and gained the Healthy School Award in April 2009. It also provides extended services, partly via a Children's Centre on site which has been in operation for two years. The school is subject to a new building in 2012.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Waverley has moved from being a good school at the time of its previous inspection to being outstanding now. The school judged itself cautiously in several aspects but inspectors have found that it is outstanding in most aspects of its work. The school's context is challenging but there is a strong learning ethos and the mantra 'no barriers to doing well' is taken to heart by staff and students so that attainment and progress have improved exponentially over time with the number of students attaining 5+ A*-C grades in 2009 well above average and beyond National Challenge targets. Attainment in specialist humanities subjects has improved but is not as high as the school would like for a specialist humanities school.

Students' and parents' and carers' responses to questionnaires demonstrate that they are fully behind the school and appreciate the opportunities and care that the school provides. One boy wrote: 'if I had to describe how I feel about attending Waverley School for the past four to five years in one word, it would definitely be PROUD'. In discussions students were overwhelmingly positive about 'their' school and how well they know staff, and are cared for.

The school provides an excellent curriculum both in and beyond school and outstanding care, guidance and support. This ensures that the quality of students' learning and the progress they make, how safe they feel, their behaviour, their understanding of healthy lifestyles, the extent to which they contribute to the community and develop work place skills are outstanding. Their spiritual, moral, social and cultural development is also very good promoted through planned opportunities in the curriculum and high expectations for empathy between different cultures in school. In the majority of lessons teaching is good but there is a minority where it is satisfactory, particularly in relation to assessment.

Leadership and management are outstanding. The head teacher has worked very hard to improve the school so that it now has an excellent reputation. He, along with senior leaders, governors and staff, are passionate about improving students' outcomes and have robust systems to do so. As one governor said: 'We want this school to be a model for the UK'. Leaders look out for partnerships to improve students' well-being. The school engages positively with parents and carers and does much to support community cohesion locally; national and international developments are developing and it intends to apply for the full International Schools Award shortly. The school's bid for humanities status was well thought out as an area which could develop cultural understanding within and beyond the community.

The school's results and improvement over time along with its excellent leadership and

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management of teaching and learning and continuing professional development demonstrate outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- To increase attainment still further in English, mathematics and specialist subjects.
- To improve teaching from good to outstanding by
 - ensuring that there is consistently good teaching across departments
 - sharing outstanding practice and
 - ensuring that assessment practice including during lessons and marking work is of consistently high quality.

■ **Outcomes for individuals and groups of pupils**

1

All groups of students attained very well, gaining 5+A*-C GCSE grades at the end of 2009. They also gained much improved 5+A*-C grades including English and mathematics. The school's reliable data shows that this year all students, including those with special educational needs and/or disabilities and those who speak English as an additional language, are likely to attain 5+A*-C grades with the numbers achieving 5*A*-C grades including English and mathematics broadly average. The school works very hard with students during the school day, after school and at weekends to support them. There has been a focus on improving specialist subjects this year, especially history, which is now close to the national average from a very low base. Attainment on entry is well below average although it is beginning to improve in Years 7 and 8. Very good progress is made by all groups over time and in lessons. This is due to the excellent provision. Students are keen and committed to do their best.

Students feel very safe and say that staff listen their concerns and respond to their needs. Students understand that they are expected to behave well in lessons and around the school and do so excellently. Students' attitudes towards healthy lifestyles are impressive and some are taking these into their homes. Students value their school and make significant contributions to the school and the broader community for example, as School Council representatives, running the school bank, guiding visitors, supporting charities, working with younger students in the vertical tutor groups and in primary schools and contributing to staff continuing professional development groups. They were able to answer inspectors' complex questions about community cohesion and the role of governors. Students apply their basic skills across the curriculum and have a good understanding of the 'real' world and what it means to be a good citizen. They are developing their knowledge of the world of work through enterprise days and working in teams in lessons and most students have high aspirations for their future. They recognise the contribution the school makes in supporting different accreditation, early entry to examinations and helping students where appropriate to attend the local grammar school. There is a sense of enjoyment in learning about others and the world around them; they socialise and cooperate well and know and apply right from wrong.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good although there is still some which is satisfactory. In the best lessons, teachers prepare and plan their lessons carefully using assessment adeptly to match the work well to students' differing needs. Lessons start crisply and they provide very good pace and challenge to all. Teachers use questioning to make students think, to draw on their previous learning and to give reasons for their answers. Teachers' good subject knowledge and enthusiasm help to convey a love of their subject to students. In good and outstanding lessons staff continually monitor students' progress and respond appropriately. Where teaching is satisfactory, some teachers do not give students sufficient opportunity to improve their learning through discussion or active self evaluation and they dominate the lesson. Activities are sometimes mundane; there is a lack challenge, group and independent learning, so learning is limited. Working relationships in all lessons observed were at least good and students' behaviour was managed well in a climate of praise and reward.

Students know their targets and in most cases their current levels of attainment and what they need to do to improve. Most marking is good but again there are

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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inconsistencies. In the best examples, it is regular, celebrates what has been achieved and gives useful pointers on how to improve. In these books, presentation is good and students take obvious pride in their work. However, some marking is cursory, with comments and targets which refer to generic matters rather than specific advice on how to improve.

The school has tailored its outstanding curriculum to ensure that it meets all students' needs. It is coherent and well planned and mixes both the traditional with the innovative to ensure that every student achieves well. At Key Stage 3 there is a flexible, thematic curriculum linked to the school values and ethos as well as the humanities ethos. Examples include 'Past, Present and Future' and 'Diversity'. Lessons are supplemented by days where the timetable is suspended to explore the themes in greater depth. Students speak highly of Diversity days which provide memorable learning experiences and allow them to learn more about different cultures and promote greater tolerance and respect. Students begin their Key Stage 4 programme in Year 9 with a traditional core which is studied by all students irrespective of ability. There are separate and well differentiated pathways designed to meet the needs of all students. The academic route enables some students to complete GCSE religious education at the end of Year 9, and go on to study for AS and A2 accreditation and prepare for further and higher education. There is evidence that the curriculum is leading to increased aspirations among students at the school with some planning to go to university. For students at risk of leaving school with no accreditation or who are disaffected, alternative support programmes and accreditation are available. The humanities specialism is apparent throughout the school and pervades the curriculum with all students taking two GCSEs in humanities related subjects by the end of Year 11.

The curriculum is instrumental in providing for the 'every child matters outcomes'. There is a rich and varied range of extracurricular activities designed to capture the interest of all students. Activities such as the GAS (Games and Sports club) have provided so popular that past students also attend. Nearly every student is involved in out of hours learning either through extra curricular activity or inter house competition. There is outstanding targeted support for all students available throughout the year which students appreciate. The school opens in most holiday periods, at weekends and before and after school. Students voluntarily attend additional sessions to improve their English and mathematics during these times. There is excellent tracking for individual students in use at all levels ensuring minimal underachievement through targeted support. Students have high levels of confidence and trust in the school. The school ensures that parents and carers are involved in their child's learning including those who speak English as an additional language. It also supports parents learning English through the Children's Centre. Transition from primary schools is very good, as is work with new entrants to the country to enable them to access the curriculum.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's leadership is exceptional in driving forward improvement and embedding ambition. The school has improved year on year for five years; it now holds a special place in the heart of the community. Senior and middle leaders and the governing body, are ambitious for the school and working very hard to ensure that it sustains and continues its trajectory of improvement. The school has created an excellent climate for learning. The senior leaders set very challenging targets and everyone works very hard to achieve them. The school's systems for improving student attendance, punctuality and behaviour are excellent with impressive results in improving them. The leadership of teaching and learning is outstanding. Improvements in the quality of teaching have come about by a determined focus on the impact that teaching has upon learning and by improving the use of assessment. Systems and the scope for monitoring and professional development are very thorough and as a result teaching has improved from satisfactory in the last inspection to good. Senior leaders are accurate in their judgements about lessons and they are aware that there are still improvements to be made.

There are numerous partnerships to support and improve student outcomes. These include those with other primary and secondary schools, external agencies, off-site working, those related to the specialist status and the community, links with Aston Villa football and Edgbaston cricket clubs. The school promotes equal opportunities very well. A mix of cultures works very well side by side and the school ensures everyone can join in. Procedures for safeguarding are outstanding and result in a safe school that is recognised for its exemplary practices. The school is very keen to promote community cohesion, supremely aware of the context in which it works. It has carried out its audit and there are many examples of its involvement with the community, for example: the Heritage Project; the Central Collegiate; a complementary school; and through the Children's Centre which supports parents and carers and pre-school children and is funded through the humanities specialist status. It evaluates its contribution via its school improvement plan. Resources are very well considered by governors and the school and deployed to achieve excellent value for money.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Although the response to the questionnaires was low, of those who did respond every parent / carer said that they were happy with their child's experience at school. Few were dissatisfied with any aspect. The following comment sums up views very well: 'I think Waverley School is an excellent school that provides my child with the best possible education; the teachers are hard working and overall the staff work as a team to ensure my child performs to the best of her ability and gets an excellent education'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waverley School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 835 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	44	34	53	0	0	0	0
The school keeps my child safe	29	45	31	48	2	3	0	0
The school informs me about my child's progress	25	39	32	50	5	8	0	0
My child is making enough progress at this school	26	41	33	52	2	3	0	0
The teaching is good at this school	33	52	29	45	2	3	0	0
The school helps me to support my child's learning	25	39	33	52	4	6	0	0
The school helps my child to have a healthy lifestyle	15	23	41	64	6	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	42	34	53	0	0	0	0
The school meets my child's particular needs	21	33	39	61	2	3	0	0
The school deals effectively with unacceptable behaviour	31	48	28	44	3	5	0	0
The school takes account of my suggestions and concerns	24	38	35	55	3	5	0	0
The school is led and managed effectively	23	36	39	61	0	0	0	0
Overall, I am happy with my child's experience at this school	33	52	28	44	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Friday 30 April 2010

Dear Students

Inspection of Waverley School, West Midlands, B10 9BT

On behalf of the inspection team I am writing to tell you about our findings during the inspection. First of all, thank you for talking to us and being so helpful and courteous during our visit. We were very impressed by your behaviour in lessons and around the school.

Waverley provides you with an outstanding quality of education. You are making excellent progress from when you enter the school to the time you leave in Year 11 and much of this is due to the broad and thoughtful curriculum and the excellent care, guidance and support that staff provide. You are now attending well and most of you are punctual to lessons because you understand how important it is to get the most out of your time at school. You are provided with an excellent range of extension activities from study support to clubs which your teachers unstintingly support and visits and visitors to broaden your experiences. The leadership by your headteacher, supported by his senior leaders and faculty leaders and managers, is outstanding. Your school is now very popular and has a long waiting list.

We have asked your headteacher and his staff to make two improvements because your results in some subjects are broadly average, and because there are lessons where teaching could have been better. Your headteacher and senior leaders agree with these. Improve results in English, mathematics, and your humanities subjects so that you are even better prepared for your next stage in life.

Improve teaching and the assessment of your learning so that where it was satisfactory it becomes at least good or outstanding.

I should like to wish you all well in the future and for those of you who will be at the school for a few years yet, enjoyment in your new building.

Yours sincerely

Pam Haezewindt

Her Majesty's Inspector

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