

Rockwood Academy

Naseby Road, Alum Rock, Birmingham B8 3HG

Inspection dates	16–17 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- The passion and determination of the principal, supported by a capable leadership team, have brought about rapid and considerable improvements to the quality of education. As a result, teaching is good and capacity to further improve has been secured.
- Leaders have high expectations of staff and pupils. They are ambitious and uncompromising in their drive to raise standards. Underperformance is tackled robustly.
- The chief executive of the CORE Education Trust has worked relentlessly and with great resilience to tackle the wide-ranging failures identified in the previous inspection. The culture and ethos of the school have been transformed since the previous inspection.
- The trust has put in place robust mechanisms to ensure that governors and leaders operate with transparency and in the best interests of the pupils at the school. The positive values of the trust permeate the school's procedures and practices.
- Behaviour is good and has improved as a result of clear expectations. Pupils attend regularly.
- Safeguarding is effective. Rigorous training ensures that staff are vigilant to the signs that pupils may be at risk of harm, and they follow robust procedures to report any concerns.
- Pupils are taught how to keep safe; fundamental British values are promoted highly effectively. Powerful partnerships with other organisations provide a range of opportunities to further enrich pupils' spiritual, moral, cultural and social development.
- Pupils achieve well. From their low starting points, a high proportion of pupils, including disadvantaged pupils, make good progress across a range of subjects, including English and mathematics.
- Teachers' strong subject knowledge and high-quality relationships foster pupils' positive attitudes to learning and good achievement. Pupils are keen to learn and do well.

It is not yet an outstanding school because

- Inconsistencies in the quality of teaching in a small and decreasing number of subjects slow some pupils' progress.
- The progress of pupils who have special educational needs or disability is accelerating, but lags behind that of their classmates.
- Boys make the progress that is expected of them, but do not attain as well as girls.
- A dwindling minority of pupils and parents remain resistant to the necessary changes leaders have brought about.

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Strengthen further the quality of teaching and pupils' achievement by:
 - ensuring that teaching is consistently effective in all subjects
 - further sharing the expertise and good practice of the best teachers in the school
 - ensuring that teaching further accelerates boys' progress and the progress of pupils who have special educational needs or disability.

- Further improve leadership and management by:
 - continuing to develop the skills and abilities of middle leaders in improving teaching in their areas
 - checking more carefully that strategies to bring about improvements in areas such as pupils' personal development have the desired impact
 - continuing to develop the skills and expertise of the local governing body
 - securing high-quality appointments in the small number of subjects that continue to lack permanent teachers
 - continuing to engage with pupils and parents by promoting the positive work of the school.

Inspection judgements

Effectiveness of leadership and management is good

- The principal has, since his appointment in September 2015, focused with ambition, drive and determination on raising standards at the school and his work has energised teachers and leaders. High-quality staffing appointments have provided much-needed stability to the delivery of the curriculum and strengthened considerably the quality of teaching. A new behaviour policy has set out clear expectations of pupils' conduct and its effective implementation has reduced incidents of poor behaviour. These rapid improvements have provided the school with a secure foundation on which to build further positive change.
- The chief executive of the CORE Education Trust has been instrumental in reshaping the culture and ethos of the school. His strategic direction has steered the school successfully through a period of great turbulence that emerged as a result of extensive and necessary changes to the leadership, staffing and operating procedures of the school. As a consequence, pupils at Rockwood Academy are now experiencing a suitably broad education that ensures they are well prepared for life in modern Britain.
- Leaders know the school well. Accurate self-evaluation enables leaders to know the strengths and weaknesses of the school's work and to set the right priorities for improvement. Many aspects of the school's performance are checked rigorously by leaders and by the trust. Information about the progress and attainment of current pupils has undergone careful checks with other schools so that leaders and governors can have confidence in this.
- Leaders recognise that their evaluation of a small number of aspects of the school's work, such as pupils' personal development, could be further sharpened. The wealth of information leaders now have about the school's performance has positioned them well to do this.
- Leaders set high expectations for teachers. Regular training, including support offered to individuals, shared approaches to teaching and assessment, and the promotion of good practice ensure that the skills of teachers are developing quickly and continue to do so. Nevertheless, leaders recognise that further work could be done to share the practice of the strongest teachers in the school. Rigorous systems to manage the performance of teachers ensure that they are held to account very well. Leaders are uncompromising in their approach to tackling any underperformance.
- The roles of middle leaders are being developed well. Subject leaders and directors of learning and outcomes operate as a cohesive team and are focused on delivering the school's improvement priorities. These leaders check systematically the quality of teaching and pupils' learning and progress in their areas. Some of these leaders have not been involved in these processes long enough to be able to articulate their impact on teaching. Robust, well-coordinated procedures are operated to raise pupils' achievement. As a result, these leaders are, overall, playing an increasingly prominent role in supporting improvements and contributing to the school's capacity for sustained success.
- The curriculum has been overhauled since the previous inspection. Pupils in key stage 3 and those who are currently moving into key stage 4 study a suitably broad range of subjects including the arts and technology. Carefully thought-through 'pathways' ensure that the less-able pupils are given extra time to work on securing their basic skills, and the most-able pupils follow suitably challenging academic subjects, such as the single sciences. There remains a legacy of narrowness for some older pupils in key stage 4, but leaders have ensured that these pupils have access to enrichment opportunities in areas such as the performing arts.
- The promotion of fundamental British values is highly effective. These values underpin the design of the curriculum and are carefully planned so that they permeate all aspects of its delivery. Personal development lessons, assemblies and religious education lessons ensure that pupils develop a strong understanding of how to keep safe, know about other faiths and cultures, and sex and relationships, and they develop tolerant attitudes.
- Strong partnerships with a range of organisations further enhance pupils' experiences and make a powerful contribution to pupils' spiritual, moral, social and cultural development. Innovative project work and initiatives facilitated through these partnerships have enabled pupils to explore in-depth such issues as the dangers of radicalisation and extremism, the impact of the Holocaust and anti-Semitism, and equal opportunities, including those related to sexuality and gender. Involvement with the Lawn Tennis Association has provided pupils with opportunities to engage in traditional pastimes and has enriched the school's sporting offer.

- Additional funding is deployed well to support the achievement and good attendance of disadvantaged pupils and to accelerate the progress of low-attaining pupils on entry to the school. As a result, disadvantaged pupils achieve and attend as well as others in the school, and other pupils nationally. Low-attaining pupils are catching up quickly. Leaders have thoroughly evaluated the previous academic year's expenditure. This has resulted in further refinement of how this funding is used in order to provide best value for money and ensure that it is used as efficiently and effectively as possible.
- Stakeholder views reflect the positive impact of leaders' efforts to build an increasingly cohesive school community. For example, the large majority of staff questionnaire returns reflect the positive improvements of the school since the previous inspection. Staff praise and share the vision of the principal and recognise the rapid improvements he has brought about. They are proud to be part of the school. Pupils testify to improvements in the quality of teaching and value the work of their teachers. Some pupils continue to express concerns about the quality of teaching in the small number of subjects where temporary teachers remain. A small but decreasing minority of parents remain resistant to the necessary changes that leaders have implemented. Leaders are working hard to engage all parents positively.
- **The governance of the school**
 - Governance is good. Clear lines of accountability offered through the trust's scheme of delegation ensure that governors are clear about their roles and responsibilities. Robust structures are in place to make certain that governors and leaders operate with transparency and act in the best interests of pupils. As a result, the trust has ensured that the school is protected against the systemic failures of the past.
 - Some recent changes to governors mean that some are new to post. The work of the governing body is being developed by the trust. Recent appointments have ensured that the local governing body comprises a suitably broad skills set. Consequently, governors ask probing and challenging questions of leaders. However, the trust has wisely chosen to limit the powers of governors until it can be assured that that this body has proved itself strong and capable enough to be granted 'earned autonomy'. Therefore, many key aspects of governance continue to be performed by the CORE Education Trust.
 - Directors and members of the CORE Education Trust provide clear strategic direction to the school. The positive values of the trust, 'collaboration', 'opportunity', 'respect' and 'excellence', underpin the school's procedures and practices and the trust monitors rigorously the school's work to ensure that this is the case. These values reflect the trust's powerful moral commitment to ensuring that pupils succeed not only academically, but also become responsible citizens.
 - The trust ensures that partnerships with other schools and organisations have been forged to support the school in meeting its needs and aspirations.
 - The trust's reviews of the school's work provide a comprehensive and accurate appraisal of the school's strengths, leaders' success in bringing about improvements and the school's next steps to develop further.
 - The trust has ensured that it fulfils its statutory duties through the implementation of robust policies, including those for safeguarding and equal opportunities, and keeps a close check on the financial probity of the school.
- The arrangements for safeguarding are effective. The welfare of pupils is paramount to the school's work. Leaders have ensured the successful implementation of a comprehensive child protection policy through a wealth of appropriate training. Staff know what they need to look out for to identify whether pupils may be at risk of harm. Leaders have ensured that the policy and training respond to the context of the school. Extensive work to embed the Prevent duty has been supplemented by pioneering projects and a carefully planned curriculum to raise staff's and pupils' awareness of the dangers of radicalisation and extremism, and to help pupils to develop the right attitudes so that they are protected against this. High levels of expertise across the school and the trust ensure that this aspect of the school's work wisely goes above and beyond statutory requirements and is placed at the very heart of the school. As a consequence, staff are highly alert to the need to keep pupils safe, and pupils demonstrate a secure understanding of a broad range of risks.

Quality of teaching, learning and assessment is good

- A period of instability in teaching as a result of a high turnover of staff since the previous inspection has now been overcome. The principal has rightly prioritised the need to secure consistently high standards of teaching across the school. The appointment of skilled and experienced teachers, coupled with extensive training and support, have strengthened the quality of teaching, which is now good.
- Positive relationships between teachers and pupils foster pupils' good attitudes to learning. Pupils value the support of their teachers and classrooms are calm, purposeful and productive places in which to learn. Teachers have high expectations of pupils. Pupils rise to these expectations, working hard and conscientiously. As a result, the work in many pupils' books is well presented, of a high standard and reflects their good progress over time. In some subjects, such as modern foreign languages, the energy and enthusiasm of teachers inspire high levels of pupil engagement that promotes pupils' rapid progress.
- Teachers have strong subject knowledge and use their expertise to inform their planning of lessons and tasks that challenge pupils to deepen and extend their knowledge, skills and understanding. Systematic checks of pupils' learning and skilful questions help teachers to ensure that pupils of different abilities, including the most-able pupils and pupils who speak English as an additional language, learn well. In key stage 3, pupils complete demanding work that provides them with a secure foundation on which to build success in their GCSE examinations.
- Pupils benefit from a wide range of opportunities to extend their basic skills in areas outside English and mathematics. In science, for example, pupils secured their learning about energy by applying their mathematical problem-solving skills. The promotion of pupils' literacy skills is impressive. In the humanities and science, teachers provide regular opportunities for pupils to produce extended pieces of writing and ensure that pupils are given the right levels of support to succeed in this. Teachers promote pupils' oracy skills well by insisting that pupils extend their answers to questions where appropriate and use technical vocabulary with precision. Teachers ensure that pupils are encouraged to read out loud in class and these skills are further developed through the school's reading programme.
- The promotion of spiritual, moral, social and cultural understanding and fundamental British values forms a prominent part of teachers' planning. Teachers seize opportunities to actively develop these values. For example, in English, teachers select texts that develop pupils' understanding of other cultures, and engage with themes such as democracy. Inspectors saw how in the humanities, pupils reflected thoughtfully on the moral and ethical nature of war, and in religious education, pupils explored their attitudes to inter-faith marriages.
- Homework tasks are set regularly and provide pupils with opportunities to extend and consolidate their learning from class.
- Pupils value the incisive feedback that teachers offer on their work, as set out in school policies. Pupils use this advice to improve their learning and acquire a secure understanding of the next steps they need to take in order to make better progress.
- Teaching assistants contribute well to the learning of pupils who have special educational needs or disability. They provide effective support in lessons and when working with small groups. For example, in a Year 7 mathematics session, the teaching assistant used questioning and resources skilfully to make sure that the small group of pupils she was working with had the right level of guidance, but were encouraged to think hard. On occasions, the learning of pupils who have special educational needs or disability can be slowed when teachers do not use the right strategies to involve these pupils fully in their learning. As a result, some can struggle and lack confidence in contributing to lessons.
- In a small and considerably reduced number of subjects, such as art, music and physical education, pupils' learning is impeded by the lack of permanent teachers. Although leaders have worked hard to address these issues, through, for example, their work developing pupils' musical and dramatic skills with the Birmingham Repertory Theatre, pupils make less progress in these areas because teaching is less effective.
- In a minority of instances, the learning of boys, particularly in younger year groups, is slowed because they struggle to sustain concentration, and lose focus during activities when they are not closely supervised by their teacher.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- A comprehensive programme of personal development lessons, well-planned assemblies, workshops and partnerships with a range of organisations is highly effective in promoting pupils' understanding of how to keep safe. Pupils demonstrate a secure understanding of the risks of using the internet and social media, how adults may take advantage of young people, gang culture and the dangers of extremist views.
- Sex and relationship education lessons promote pupils' awareness of healthy relationships and further help pupils to understand how to be safe. The delivery of this programme in both mixed- and single-gender groups enables pupils to explore sensitive, age-related issues in a meaningful way.
- Pupils are taught about the importance of having tolerant attitudes towards different cultures, races and sexualities. For example, in an assembly, inspectors saw how Year 9 pupils responded positively to the messages of diversity and how the respect that they show others can make a powerful difference to the world. Leaders ensure that difficult and sensitive issues are tackled 'head-on'.
- Innovative project work has enabled pupils to use film to explore radicalisation, create exhibitions to show the dangers of extremist views and the impact of the Holocaust, and explore issues of gender and sexuality. Pupils were seen relishing opportunities to debate such issues with maturity, demonstrating respectful attitudes towards different faiths and cultures.
- The school's records show that incidents of bullying are rare and that, should they occur, they are dealt with swiftly and firmly. The views of pupils, staff and parents confirm this.
- Pupils say they feel safe. They say that they have members of staff whom they could speak to should they have a problem or concern. The overwhelming majority of staff say that pupils in the school are safe and the school's records of parents' views confirm this.
- Pupils undertake a suitable programme of careers education, including work-experience placements. Links with businesses provide further opportunities for some pupils to develop their enterprise and employability skills. Pupils are increasingly accessing leadership opportunities at the school. For example, Year 10 pupils have recently gone through a rigorous process to become prefects that has mirrored those recruitment processes seen in industry. Pupils also have access to independent advice and guidance. The positive impact of this work is reflected in nearly all pupils progressing to sustained destinations in education, employment or training on leaving the school.

Behaviour

- The behaviour of pupils is good.
- The large majority of pupils demonstrate good attitudes to learning. Pupils work hard, listen carefully to their teachers, are conscientious in their learning and are determined to do well. Some pupils display a genuine thirst for learning.
- Leaders have introduced a new policy to ensure that teachers take greater responsibility for the behaviour of pupils in lessons. This provides clear guidance to staff on procedures to reward positive behaviour and sanction any negative conduct. This has raised expectations of standards across the school. The impact of this policy is evident in the sharp reduction in behavioural incidents recorded and in sanctions, including detentions, internal isolation and fixed-term exclusions.
- Although many staff and pupils say that behaviour is good and improving in the school, a significant minority spoken to felt that behaviour could be even better. In a small number of lessons, a minority of pupils, particularly boys, can struggle to sustain their focus and stray into off-task behaviour.
- Pupils conduct themselves sensibly around the school site and during breaktimes and lunchtimes, and enjoy opportunities to take part in activities such as football. Pupils are well supervised and treat their environment with respect; the school site is litter free. Standards of uniform are excellent. Pupils look smart and wear their uniforms with pride. Inspectors found pupils to be courteous, respectful and helpful.
- Pupils at the school attend well and attendance has improved on the previous academic year. Although time taken off for religious observance has had an impact on overall attendance rates, the day-to-day attendance of pupils is above average. Robust procedures to tackle absence have reduced the proportion of pupils who are regularly absent from the school, which is better than average. This has improved the attendance of key groups, including boys and pupils who have special educational needs or disability.

- Leaders have considerably reduced lateness to the school in the morning and to lessons. Movement between lessons is orderly and efficient. However, inspectors noted that in a small number of lessons, some pupils did not arrive on time.

Outcomes for pupils

are good

- The achievement of pupils on leaving the school and those currently on-roll is good. Pupils make good progress and attain high standards relative to their starting points. Outcomes are not outstanding because, despite many strengths, boys and pupils who have special educational needs or disability make slower progress relative to other groups, and the presence of temporary teachers in a minority of subjects results in some inconsistencies in pupils' learning across the curriculum.
- Pupils enter the school with levels of attainment that are significantly lower than average. Last academic year, the proportion of pupils securing five or more A* to C grades, including in English and mathematics, and pupils' average attainment across a range of subjects were in line with the national average. This is because pupils made good progress during their time at the school. In addition, the proportion of pupils securing the English Baccalaureate improved. Given the turbulence in staffing in the previous academic year, pupils' academic achievements were remarkable.
- The progress made by pupils in English and mathematics on leaving the school is good. From nearly all starting points, most pupils made progress that was in line with, or above, that of other pupils nationally. In mathematics, the overall measures of pupils' progress were in the top 10% of schools nationally.
- The progress of pupils in science and modern foreign language is outstanding. Inspection evidence confirms the rapid gains in pupils' knowledge, skills and understanding in these areas, as a result of strong teaching that challenges pupils to achieve well.
- Disadvantaged pupils make good progress in relation to their classmates in the school and peers nationally. For example, last year, from nearly all starting points, the progress made by disadvantaged pupils was in line with or exceeded that of other pupils nationally. As a result, disadvantaged pupils attain equally well as their classmates, and half a grade below other pupils nationally in English and mathematics. The school's records and inspection evidence confirm that progress made by this group of pupils across the curriculum continues to be good.
- An increasing proportion of the most-able pupils are securing the highest grades across a range of subjects. As a result, the progress this group made last year across a number of subject areas was well above that of other pupils nationally. However, too few of the most-able pupils made better than expected progress in English last year. School records show that a greater proportion of these pupils are on track to secure A or A* grades, and are making good progress across year groups as a result of teaching that is challenging them to excel.
- Pupils who speak English as an additional language make good progress across a range of subjects, including English and mathematics.
- Pupils who have special educational needs or disability have made slower progress than their classmates in the school, including in English and mathematics. The current leader who oversees these pupils has considerably strengthened the quality of provision. The impact of this work is evident in the accelerated progress of pupils in Years 7 and 8. However, although improving, the progress of older pupils continues to lag behind that of their classmates.
- In 2015, the gaps between the attainment of girls and boys were wide. This is because girls made outstanding progress in a range of subjects. Leaders are taking successful action to narrow these gaps and raise boys' achievement. However, some variations persist between the achievement of boys and girls currently in the school.
- Lower attaining pupils on entry to the school are benefiting from a curriculum that enables them to concentrate on developing their core skills in English and mathematics. There is a range of well-chosen programmes to help pupils to develop their abilities in reading quickly. The success of this work is evident in the high proportion of pupils who secure expected levels for their age by the end of Year 7.

- Leaders have put in place robust systems that enable leaders and teachers to identify when pupils are at risk of falling behind. This is resulting in increasingly proactive work to make sure that pupils across all year groups are making the progress that is expected of them. Nevertheless, leaders are acutely aware of the impact that staffing instability has had on the learning of some pupils over time, particularly those in key stage 4. They have sensibly provided pupils with a wide range of opportunities and additional help to make sure that they are quickly catching up on any lost ground and thus achieve well on leaving the school.
- Pupils' high rates of progression to education, employment or training and good progress in English and mathematics demonstrate that they are well prepared academically for their next phase of education.

School details

Unique reference number	138059
Local authority	Birmingham
Inspection number	10008202

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

Type of school	Other secondary
School category	Academy convertor
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	590
Appropriate authority	The governing body
Chair	Amran Majid
Principal	Fuzel Choudhury
Telephone number	0121 5666500
Website	www.rockwood-academy.co.uk
Email address	enquires@rockwood-academy.co.uk
Date of previous inspection	17–18 March 2014

Information about this school

- Rockwood Academy is smaller than the average secondary converter academy.
- The school was previously called Park View Academy of Science and Mathematics. The name of the school was changed to Rockwood Academy from September 2015.
- The school was previously managed by the Park View Education Trust. The trustees and local governing body were replaced following the previous inspection. The school has been part of the CORE Education Trust since March 2015. The chief executive officer of the trust was formerly the executive principal of the school.
- The current principal took up post in September 2015.
- There have been considerable changes to the leadership and staffing of the school since the previous inspection.
- The large majority of pupils are from Pakistani heritages. The proportion of pupils who speak English as an additional language is above average. Very few are in the earliest stages of speaking English.
- The proportion of disadvantaged pupils, who are those eligible for support from the pupil premium (additional funding provided by the government for pupils known to be eligible for free school meals and children looked after in public care), is well above average.
- The proportion of pupils who have special educational needs or disability is above average.
- No pupils attend courses away from the school site.
- In 2015, the school met the government's floor standards, which are the minimum requirements for pupils' attainment and progress.

Information about this inspection

- Inspectors observed pupils' learning in 40 lessons or parts of lessons. Inspectors carried out some observations jointly with the school's senior leaders. Observations of other aspects of the school's work were also made, such as an assembly and tutor time.
- Inspectors also looked at pupils' books and folders during lessons.
- Meetings were held with groups of pupils, governors and school staff, including senior and middle leaders. Informal discussions also took place with staff and pupils.
- There were insufficient responses to the online Parent View questionnaire to provide evidence for the inspection. Inspectors spoke to two parents by telephone and took into account the school's own records of parents' views.
- Questionnaire returns from 46 members of staff were analysed.
- Inspectors looked at a range of documentation, including the school's self-evaluation and improvement plans, school policies, external reviews of the school and minutes of meetings of the governing body. Information about pupils' progress, attainment, attendance and exclusions was also examined, as were the school's records of safeguarding, checks on the quality of teaching and marking, and information about the way teachers' performance is linked to salary scales.

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