

Waseley Hills High School

School Road, Rubery, Rednal, Birmingham, West Midlands B45 9EL

Inspection dates

26–27 June 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Historically, results in GCSE examinations have not been good enough. Pupils' progress in 2016 and 2017 was below the national average.
- Leaders and managers are beginning to make effective changes to the way they monitor and evaluate pupils' progress. In the past, systems for doing this have not been accurate enough.
- Teaching, learning and assessment, although improving, is still not good. A minority of teachers do not challenge pupils well enough or have high enough expectations of most-able pupils.
- Outcomes for disadvantaged pupils have, in the past, not been strong. They are improving for pupils currently at the school.
- Teachers are not applying the school's assessment policy consistently.
- The curriculum has, until this year, not been good enough. Too few pupils have chosen to study languages at GCSE until this year.
- Pupils' progress has not been good in key stage 4. They are still not making sufficient progress in some subjects, such as English, though there have been some improvements recently.
- In the recent past, outcomes for students in the sixth form have not been strong enough. They are still not good.
- Leaders are not supporting sixth-form students well enough to find meaningful work experience placements.

The school has the following strengths

- Recent changes to leadership at senior and middle management level are supporting improvements to teaching and learning. Pupils' progress is improving, especially in key stage 3.
- New governors are having an immediate and positive effect. Governors are now demanding more of school leaders and are better able to bring about change and improvement.
- Pupils who have special educational needs (SEN) and/or disabilities are making better progress than in recent years.
- Pupils' behaviour is good. They are typically polite, courteous and respectful. Attendance rates are rising.
- Teachers are committed to the welfare of pupils. This contributes to effective safeguarding which is well monitored by the governing body. Pupils say that they feel safe.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring that expectations for pupils are high and based on a rigorous analysis of what pupils can do
 - planning and evaluating pupils' progress with clear and accurate information
 - systematically planning for at least good outcomes for disadvantaged pupils and most-able pupils
 - ensure that the leadership of English brings about consistently good outcomes for pupils.
- Improve the quality of teaching, learning and assessment by making sure that teachers:
 - consistently challenge the most able pupils with work that helps them make at least good progress
 - consistently apply the school's assessment policy
 - plan more effectively to support pupils who are identified as disadvantaged.
- Improve outcomes for pupils by:
 - making sure that the most able pupils and disadvantaged pupils make at least good progress throughout the school
 - making sure that they achieve strong outcomes in subjects across the curriculum, especially in key stage 4.
- Improve outcomes in the sixth form by:
 - ensuring that leaders use high-quality information to check that different groups of students are making at least good progress
 - planning lessons that consistently challenge and support students
 - improving 16 to 19 study programmes so that a wider range of meaningful work experience is offered to students.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Historically, leaders' improvements to the school have not had a positive impact on pupils' outcomes. GCSE results in 2016 and 2017 were disappointing. Outcomes are still not consistently good for disadvantaged pupils and most-able pupils. These are the main reasons why leadership and management require improvement.
- The headteacher has recognised that outcomes in subjects across the curriculum have not been good enough. He has, for example, changed the line management arrangements for middle leaders. This is leading to improved understanding by leaders of departmental strengths and weaknesses. Senior leaders are now better able to monitor and evaluate the quality of pupils' progress.
- Leaders have taken actions over the past 18 months that are resulting in positive changes to teaching and learning. For example, leaders have put in place training to improve teachers' planning so that work is sufficiently challenging for pupils. Inspectors saw evidence of improving progress in pupils' work, although this is by no means consistent.
- Middle managers have a better understanding of what the performance information of past pupils is telling them. Subject leaders of mathematics, science, art and business studies know precisely what the information is telling them about. Consequently, they use this knowledge to improve teaching and learning in their subjects. Other subject leaders, for example in English, do not use clear enough information to plan and evaluate their work.
- The quality of performance management is improving but has not led to good outcomes for pupils in the past. Performance management is now more closely linked to pupils' progress and to professional development. As a result, teaching, learning and assessment is better, though it is not consistently good. For example, too many of the most able pupils are not making good progress because work does not sufficiently challenge them.
- There were marginal improvements in 2017 in the progress made by disadvantaged pupils. Leaders are improving the ways in which pupil premium grants are being used, although whole-school planning is still not systematic enough and outcomes for pupils are not yet good.
- There have been new appointments to the leadership team. These leaders have brought a drive, enthusiasm and clarity of understanding to the school.
- Strong leadership of the SEN and/or disabilities team is helping pupils make improved progress. For example, in mathematics, because subject leadership is strong, the work of the SEN and/or disabilities team has an impact on the support that pupils receive. Teachers have improved the level of challenge given to pupils.
- The majority of staff who responded to the staff survey feel well supported. Some staff, however, report that their professional development needs are not being met. Others believe leaders could do more to support them in the classroom.
- The school is addressing the weaknesses in the curriculum. For example, not enough

pupils have taken modern languages. This meant that too few pupils were able to achieve the English Baccalaureate. Now, many more pupils are studying modern languages in key stage 3 and in year 10.

- Leaders have provided a wide range of enrichment activities. For example, pupils can attend after-school clubs in sport, dance and drama. A minority of pupils take the Duke of Edinburgh's Award. The school prepares pupils for life in modern Britain through a well-planned social, moral, spiritual and cultural curriculum. Pupils have a clear understanding of their rights and responsibilities as citizens. Pupils learn about democracy by taking part in the school council. Pupils make effective progress in art and music. There are opportunities for pupils to participate in musical performances and to visit the theatre.

Governance of the school

- The recent appointment of key individuals to the governing body have brought a more incisive analysis of the school than in the past. This means that there is the capacity to support and challenge the leadership of the school well. Governors now have an acute understanding of the challenges the school faces. They know that they must do more to sustain the pace of change.
- Governors are increasingly holding leaders to account and the impact can be seen in the improved progress made by pupils currently at the school. Governors now require leaders to give them sharply focused information about pupils' progress, targets and evaluations.
- Governors monitor and evaluate leaders' use of the pupil premium funding and funding for pupils who have SEN and/or disabilities. There have been gains in the progress of these groups of pupils throughout the school.
- Safeguarding is the most important priority for this governing body. Governors are committed to ensuring that the school is a safe place. Inspectors saw evidence of scrupulous challenge to leaders. Governors make certain that staff are well trained and that safeguarding records and recruitment systems are effective.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders make sure that staff understand how to keep pupils safe. They provide frequent and effective training for staff and share information about pupils' welfare through regular and thorough staff briefings. The school is using the most up-to-date guidance from the Secretary of State in its safeguarding policies. These policies have been recently reviewed and monitored.
- Any safeguarding actions are clearly recorded by staff. Valuable work with other agencies helps to support pupils and keep them safe. Leaders successfully help pupils manage a range of personal challenges and stay safe.
- Pupils say that they feel safe. They learn effectively about how to use the internet and mobile phones appropriately. The school curriculum ensures that pupils know about the dangers of radicalisation and extremism. For example, pupils take part in projects led

by the local police in order to learn a range of personal safety skills.

- Risk assessments are used well by leaders to inform staff in detail about how to manage events, activities and the school site. Leaders ensure that staff are recruited to the school only after thorough checking. Once appointed, new staff receive meticulous induction training.

Quality of teaching, learning and assessment

Requires improvement

- Most teachers use the training provided by leaders to plan more successful lessons than in the past so that pupils are interested and achieve appropriately. However, this is not consistent across the school and it is the main reason why teaching, learning and assessment requires improvement.
- Not all teachers plan effectively for the needs of disadvantaged pupils or most-able pupils. In a minority of lessons pupils are not sufficiently challenged and so make slow progress.
- Teachers do not apply the school's assessment policy consistently. In most lessons, pupils do not make enough improvements to their work because of the feedback that they are given.
- Inspectors found most teachers use their subject knowledge well. When this happens, pupils are motivated and make effective progress. Inspectors saw this in mathematics, science and food technology. This is not consistent in learning across the school.
- Although the school uses an online homework system to communicate with families and pupils, inspectors found that homework set that was not of a sufficiently high quality.
- In science and business studies, inspectors saw examples of work that had been carefully thought through to engage disadvantaged pupils and most-able pupils. In mathematics, teachers help most-able pupils deepen their understanding and they are engaged by their learning. In history, for example, pupils follow their teacher's guidance and say that they enjoy their lessons. Where this happens, pupils are better motivated and learn effectively.
- Teachers are now following the advice of the special educational needs coordinator more effectively. In business studies, for example, teachers are planning well for pupils who have SEN and/or disabilities. In lessons such as these, pupils are successfully challenged, no matter what their need or ability. Inspectors visited the school's resource provision called the 'mainstream autistic base' and found that the small number of pupils who use this are well supported by the SEN and/or disabilities team.
- In lessons such as art, pupils take pride in their learning and are eager to talk about their work and show it to others. Inspectors found pupils in art enjoying their work, using a range of media and making effective progress.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident learners because pupils' welfare is the most important priority for staff. Teachers and support staff know pupils well. They understand what helps pupils develop a positive attitude to their learning and to each other. In most lessons, teachers successfully encourage pupils to work well with one another.
- Staff are considerate of pupils' needs. For example, the school has developed an effective programme for supporting pupils' emotional and mental health. This means that there is good support for pupils when they want to talk about issues they face. Staff take time to listen to pupils and give them helpful support and guidance.
- School records show that bullying incidents are low. Pupils say that if bullying occurs, they know that teachers will deal with it quickly. Pupils told inspectors how they treat each other with respect and that they feel safe.
- Inspectors saw positive attitudes in most lessons. Pupils work well together. They know how important it is to take turns in discussion work and how to respect each other's opinions.
- Pupils respect authority. They have a clear understanding of right and wrong. In physical education and drama lessons, for example, inspectors saw pupils giving positive feedback to one another and being positive and encouraging to their peers.
- Pupils learn how to avoid stereotyping and to welcome differences between people. Teachers are quick to challenge and correct pupils if they use inappropriate language.
- Pupils are prompt to lessons. Punctuality at the start of the school day is good. School records show that this has been an improving trend over time. Pupils understand the importance of education. Pupils told inspectors that they have high expectations for themselves and their futures.
- Staff manage personal development, behaviour and welfare well at the alternative provision setting. Teachers and providers work closely together. The result is that there is a continuity of care between the school and the provider. Staff monitor attendance and behaviour well and give effective support to pupils. Staff are thorough when following up attendance issues and make 'safe and well' visits to pupils' families when this is necessary.
- Pupils learn how to stay safe online, how to report anything that troubles or alarms them and they know about the dangers of radicalisation and extremism. Pupils say that they feel safe at school and know who to turn to if they have questions or worries about safety. The culture of safeguarding at the school is effective.

Behaviour

- The behaviour of pupils is good. Pupils typically behave well in lessons and at lunch and breaktimes. Inspectors did not see any lessons where pupil disruption slowed learning.

- Over the past few years, staff have been successful at improving the attendance of those pupils who do not come to school as often as they should. Staff work closely with individual parents and pupils to set realistic and challenging attendance targets. Pupils are supported to achieve these targets through the provision of thoughtful and helpful advice from pastoral leaders.
- Staff are effective at securing improvements for those pupils who find managing their behaviour difficult. Staff have clear and appropriate plans for these pupils and support each other with advice and share effective behaviour management strategies.
- Most parents who responded to Parent View expressed the view that behaviour is good at the school. Parents say that their children are well cared for and supported by teachers. Some said that they had noticed clear improvements in pupils' behaviour and the majority said that pupils are safe.
- Some parents feel that they would like better communication with the school about pupils' behaviour. A number of parents have a view that staff could do more to encourage positive attitudes and believe that their children are not well supported. Leaders are aware of this and make sure that records of close cooperation with parents and positive outcomes of concerns are brought to their attention.
- Staff are effective at promoting pupils' attitudes to the differences between people. Pupils say that they feel respected by their peers. Pupils do not tolerate attitudes that are unfair or offensive. Pupils have a well-developed sense of social responsibility. In a business studies lesson, for example, inspectors saw pupils discussing social issues in a considered and thoughtful manner.

Outcomes for pupils

Requires improvement

- Most pupils currently at the school were seen by inspectors to be making improved progress. This is not consistent across the school and so is not yet good. It is the main reason why outcomes require improvement. Historically, pupils have made less progress than pupils with similar starting points nationally.
- Inspectors saw in most pupils' learning that leaders and teachers are increasingly successful at closing achievement gaps between groups of pupils. However, in some workbooks, for example in English in key stage 4, not enough pupils were reaching the targets set for them and expectations were not high enough.
- Disadvantaged pupils and most-able pupils currently at the school are making better progress, though it is not yet good or consistent across subjects. Pupils do better in subjects such as science and mathematics because pupils are challenged more effectively.
- The school's assessment policy is not applied consistently to help pupils make good progress. Inspectors saw most-able pupils, for example, making slower progress because work had not been well matched to their ability. However, in biology, chemistry and physics, most-able pupils are making effective progress because teachers use assessment information well to plan interesting lessons, suited to pupils' abilities.
- In key stage 3, inspectors could see a higher proportion of pupils making effective progress than in key stage 4. This is particularly the case in mathematics, science and

geography. In these subjects, staff are using information about pupils' starting points more successfully to judge what pupils can do and so give them appropriate work.

- Currently, the progress of pupils who have SEN/and or disabilities is improving. Pupils with education, health and care plans are supported well by staff to meet their targets. In the past, pupils who have SEN/and or disabilities made less progress than other pupils with similar starting points.
- In the school's resource provision for a small number of pupils with an autistic spectrum disorder, inspectors saw pupils working well. Staff who support these pupils help them develop confidence and resilience. Staff are well trained and use their specialist knowledge successfully.
- The small number of pupils attending alternative provision are achieving well. This is because their progress is well tracked. Pupils' targets are closely monitored by leaders and pupils' work is well planned.
- Careers education is well planned. It is provided by teachers and by the school's independent careers advisers. Pupils are given clear guidance about what jobs, training and education opportunities are available to them. As a result, a high proportion of pupils go on to education, employment and training when they finish school.

16 to 19 study programmes

Requires improvement

- Improvements put in place by leaders are having a positive impact. For example, leaders are getting better at identifying underachievement earlier and planning intervention. However, this is not consistent nor is it ambitious enough. This is one of the most important reasons why the sixth form requires improvement.
- In most learning and workbooks observed by inspectors, students were making progress, but it is still not good. Historically, students taking A-level and vocational qualifications did not get good enough grades. Last year, year 12 students' achievements were slightly better.
- Inspectors found teaching, learning and assessment that resulted in challenge and students had well-judged targets. In the past this has not been the case and so outcomes have not been good.
- While students are successful at finding work experience, this is mostly through their own or their families' initiative. Leaders are not planning meaningful work experience well enough and there are not clear enough links to the rest of the curriculum.
- Most students retaking their GCSE examinations in English and mathematics do so successfully and make sufficient progress.
- A high proportion of students go on to appropriate destinations, including higher education, employment and training. Leaders provide independent careers advice and guidance and students say that they find this helpful.
- Teachers guide students through a system the school calls 'academic mentoring'. The impact of this is that students feel well supported and motivated. Students are very positive about life in the sixth form and say that they feel safe.
- Safeguarding is effective. Students are well known to leaders and get any help they

need with welfare issues. Students are well taught about how to keep themselves safe, including online. They learn successfully about the dangers of radicalisation, extremism and discrimination.

School details

Unique reference number	138664
Local authority	Worcestershire
Inspection number	10043067

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

Type of school	Comprehensive
School category	Academy
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	743
Of which, number on roll in 16 to 19 study programmes	75
Appropriate authority	Board of trustees
Chair	Eric Hogg
Headteacher	Alan Roll
Telephone number	0121 453 5211
Website	www.waseleyhills.worcs.sch.uk
Email address	office@waseleyhills.worcs.sch.uk
Date of previous inspection	22–23 January 2015

Information about this school

- The school has fewer pupils on roll than the national average and has a smaller than average sixth form. Records indicate that next year recruitment to the sixth form will be higher than last year.
- The proportion of pupils who are supported by the pupil premium funding is below the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average. The school has a small resource provision within the SEN and/or disabilities department. It is called the 'mainstream autistic base'.
- The proportion of pupils who are believed to speak English as an additional language is

below the national average.

- A small number of pupils attend alternative provision at The Edge Academy in Northfield.
- The school meets the current government floor standards for academic performance at the end of key stage 4.
- The school meets the Department for Education's definition of a coasting school based on key stage 4 academic performance results in 2015, 2016 and 2017.

Information about this inspection

- Inspectors observed learning in key stages 3, 4 and 5; school leaders accompanied inspectors to some observations. Pupils' workbooks were scrutinised throughout the inspection.
- An inspector conducted a visit to the school's alternative provider.
- Inspectors held meetings with the headteacher, other members of the senior leadership team and middle leaders.
- The lead inspector met with representatives of the governing body.
- Inspectors met with pupils and discussed with them their learning and workbooks.
- Inspectors scrutinised a range of records relating to recruitment, welfare and actions taken to keep pupils safe.
- A wide range of documentation was examined, including the school's self-evaluation and development plan. Inspectors considered policies and documents which were published on the school's website and those made available during the inspection.
- Inspectors looked at responses from the 56 staff questionnaires. There were 72 responses to Ofsted's online questionnaire, Parent View and 55 free-text responses. There were no responses to the pupil questionnaire.

Inspection team

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