

Waverley School

Hob Moor Road, Small Heath, Birmingham, B10 9BT

Inspection dates 5–6 December 2012

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Teaching has improved since the last inspection and is now outstanding. This has resulted in the students making much more progress than is expected of them.
- Standards have risen consistently in recent years and are now above the national average.
- The sixth form is outstanding. Tailor-made courses and total commitment from teaching staff ensure that students make rapid progress.
- The Reception class is good. Despite being open for less than a term, children are already making good progress and are very well supported.
- School leaders are relentless in their drive for improvement in all parts of the school's work. They have successfully raised the quality of teaching and have very high expectations for everyone who is involved in the school.
- The governing body is exceptionally effective. Governors provide both challenge and support for the school, and are committed to its continued improvement.
- Students are very proud of their school. Their behaviour in lessons and around the school is excellent.
- Relationships between staff and students are outstanding. Students feel safe and have very positive attitudes towards their learning.

Information about this inspection

- The inspectors visited 34 lessons, including a visit to a lesson during which phonic skills (linking sounds and letters in reading) were taught. In addition, the team of inspectors and senior leaders made short visits to all lessons that were taking place during one hour.
- Inspectors listened to students reading and talked to them about their learning in lessons.
- Discussions were held with students, parents, the headteacher, senior leaders, teachers, two governors and a representative of the local authority.
- The inspectors examined a range of documents, including: a summary of the school's self-evaluation, the school improvement plan, the school's own achievement data, attendance information and policies aimed at keeping students safe.
- The views of six parents and carers were analysed through the Parent View website.
- The views expressed by 70 staff who returned a questionnaire were also considered.

Inspection team

Christopher Moodie, Lead inspector	Additional Inspector
David Turner	Additional Inspector
Jean Samuel	Additional Inspector
Gillian Martin	Additional Inspector

Full report

Information about this school

- Waverley School is an average sized secondary school. It became an all through school in September 2012 and currently has a reception unit.
- There are significantly more students from minority ethnic backgrounds than in most schools.
- The proportion of disabled students and those who have special educational needs supported at school action is above average.
- The proportions of students who are supported at school action plus or have a statement of special educational needs are slightly above average.
- The school meets the government's current floor standards.
- The proportion of students supported by the pupil premium is very high. The pupil premium is additional government funding for students known to be eligible for free school meals, in local authority care or whose parents serve in the armed forces.
- Students are educated onsite. There is no regular alternative provision elsewhere.
- The school began to offer sixth form courses in 2011.
- The school is moving to a new, purpose-built, building in 2013.

What does the school need to do to improve further?

- Make use of the existing outstanding teaching to ensure that all lessons are as good as they can be by:
 - setting work at the right level from the very start of every lesson
 - making sure that all students know exactly what they need to do to improve their work.

Inspection judgements

The achievement of pupils is outstanding

- The proportion of students achieving 5 A*-C grades in their GCSEs (including English and mathematics) has risen over the past three years. In both 2011 and 2012 this proportion was higher than the national average.
- Students who are supported by the pupil premium achieve exceptionally well. Additional classes, individual support and revision sessions contribute to their successes. As a result of the very quick progress that these students make, their attainment is above the national averages in English and mathematics at the end of Year 11.
- The school regularly assesses each student, in every subject. The results are used to decide exactly where to place additional support. This has been very successful in improving achievement. For example, when the school identified that boys were likely to underachieve at GCSE in 2012, more help was provided to improve their chances of success. As a result, boys attained significantly better than all students nationally. The complete success of this support led to the boys doing better than the girls in that year group.
- The individual needs of students are used to determine which courses they take. Some students are entered for their GCSE examinations at an early stage. The school has a track record of achieving very good results for these students, some of whom progress to take A-level courses during Year 10 and 11.
- Learning in lessons is rapid. This is because students and teachers are totally focused on making sure that no time is wasted in making as much progress as possible. This was typified by a science lesson where a gifted student led a demonstration, taking questions from the class and being skilfully guided by the teacher.
- Disabled students and those who have special educational needs make excellent progress. The school makes exceptionally good use of data to identify and support students who need additional help. A range of staff, including teachers and teaching assistants, work very well to ensure that the additional support that they provide matches the individual needs of the students.
- Children in the Reception class have settled into their classes well. They enjoy a wide range of well-planned activities and have made good progress in the short time that they have been at school. Children in this part of the school are keen to play and learn together. They listen well and try hard to think about how they answer their teacher's questions.
- The teaching of phonics is good in the Reception class. The children are taught in small groups, and this allows teaching to be matched to their understanding. In one of the teaching rooms, two groups run at the same time, and this limits how well each group can listen and hear the important sounds that they are practising.
- Students read well. They are given opportunities to develop their reading skills in many lessons. In several observations of lessons, inspectors saw students being asked to read and explain texts that challenged their reading skills.
- Students in the sixth form have made outstanding progress since it opened in September 2011.

Courses are only offered to students following a very careful process which involves interviews, guidance and discussions with parents. As a result, courses are well suited to students' needs and strengths and outcomes have been very good.

The quality of teaching is outstanding

- The quality of teaching in lessons is often outstanding and is always at least good. This is because the school has focused on providing support and training for teachers. Teachers plan well and look for opportunities to inspire and motivate students. This is welcomed by students, who are pleased that their views on what they are learning, and how they learn it, are valued.
- Students are carefully grouped into classes according to their ability. This helps teachers to provide lessons that are at the right level. Where teaching is outstanding, work is closely matched to different abilities from an early stage of the lesson. This enables a huge amount of progress to happen in a single lesson. Where teaching is not yet outstanding, teachers do not introduce higher levels of challenge until later in the lesson, thus not making such good use of the time available.
- The work in students' books is well presented and shows rapid progress. Marking is always at least good, and is often outstanding. Most students are clear about exactly what they need to do to improve. In a few cases, marking was less informative and students less certain about what to do next.
- Teachers in the Reception class plan very well together. The Reception classrooms are bright, interesting and full of activity. Children can choose to play and learn outside if they wish, and opportunities to practise early reading, writing and mathematics are provided. Activities are planned that encourage children to play together, helping them to develop important skills in communication and getting on with one another.
- Teaching in the sixth form is outstanding. In groups that are often very small, students and teachers work together with a shared goal of making the most of their time. Teachers have very high expectations of all students and ask questions very skilfully to make students think deeply about their subjects.

The behaviour and safety of pupils are outstanding

- Students are keen to learn. They have high expectations of teachers and look for opportunities to extend their own understanding. When, for example, a new kind of problem is being discussed in a mathematics lesson, students enthusiastically debate the right way to solve the problem and are delighted when they find the correct answers.
 - The support that individual students receive is of a very high quality. Staff are constantly moving around the school and its corridors to make sure that transition times are smooth. This means that any problems that may occur are picked up quickly and support is provided, ensuring that lessons can start swiftly and learning is not disrupted.
 - Attendance is higher than the national average. The school has been successful in improving this over time and students are very keen to come to school. This positive attitude has already been noticed by parents in the Reception class, one of whom told an inspector that her son 'never wants to stay at home – even when he is ill'.
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- Students and children are aware of how to keep safe, and staff help to keep them well informed of the different risks that they face, including how to stay safe when using the Internet. Students understand the different forms that bullying can take, and are confident in the school's response to any concerns that they might raise.

The leadership and management are outstanding

- The school's continuing success is largely due to the inspirational and committed leadership of the headteacher and his leadership team. A relentless drive for the very best in everything is the basis of every decision that is taken.
- A very clear system is in place which allows the school leaders to evaluate the impact of all that the school does. This means that the progress that individual students make is evaluated regularly and school leaders have an exceptionally strong understanding of where, for example, a teacher needs support to improve.
- An innovative system for developing the quality of teaching is in place. Teachers are all supported so that they can develop their professional skills, and many are involved in coaching other teachers.
- The school's curriculum is superbly designed to meet the ongoing needs of students. It changes yearly to accommodate the different strengths and interests of year groups. School leaders are constantly looking for ways to improve the curriculum so that students can get the maximum enjoyment out of their learning.
- The school promotes students' spiritual, moral, social and cultural development outstandingly well, providing them with clear guidance and opportunities to reflect on a range of issues. This occurs in a range of lessons and assemblies.
- Everyone who works at the school is set performance management targets. These are reviewed carefully, and recommendations for pay progression are made as a result. Targets, including those set for the headteacher, are always ambitious but are commonly met.
- The local authority recognises the school's strengths and makes use of its senior staff to review and support other schools in Birmingham. The school is also a provider of training programmes for the National College of School Leadership.
- **The governance of the school:**
 - Governance has supported the school's improvement exceptionally well. The governing body has a very clear understanding about the quality of teaching and an accurate view of how well the school is doing in relation to similar schools. Governors link very closely with school leaders to look for further improvements. Governors provide the school with a high level of challenge and have extremely high expectations of everyone who works in the school. As one said, 'only the best will do for the children that come to this school'. Governors are well trained and seek out opportunities to improve their own work. Members of the governing body are involved in making sure that teachers' performance management is effective in getting the best out of all members of staff. They know that the financial management of the school is well organised and resources are allocated to areas where need is the greatest. The use of pupil premium funding is very well managed, and has a very positive impact on achievement.

The governing body ensures that all national safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103481
Local authority	Birmingham
Inspection number	400187

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

Type of school	All through
School category	Community
Age range of pupils	4–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	990
Of which, number on roll in sixth form	42
Appropriate authority	The governing body
Chair	Nargis Rashid MBE
Headteacher	Kamal Hanif OBE
Date of previous school inspection	28 April 2010
Telephone number	0121 464 1780
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