

# Summary Report

following the review held at

**Wetherby High School**

**on 1-3 July 2013**

**by**

**Leeds Children's Services  
Learning Improvement Team**

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## GLOSSARY

<b><i>SLT</i></b>	<b><i>Senior Leadership Team</i></b>
<b><i>SIA</i></b>	<b><i>School Improvement Adviser</i></b>
<b><i>LA</i></b>	<b><i>Local Authority</i></b>
<b><i>PP</i></b>	<b><i>Pupil Premium</i></b>
<b><i>5A*C E/M</i></b>	<b><i>5 A* to C including English and Maths</i></b>

# SECTION 1

## RATIONALE AND OBJECTIVES

### Background

Following a Section 5 Inspection 23 and 24 October 2012, Wetherby High School was judged to require improvement in all sections of the report. The main findings of the Inspection team were as follows:

- Teaching across many subjects is not good enough. As a result, not enough students make good progress and some make less than expected progress.
- Many teachers fail to check how well students are learning throughout the lesson. As a result, work set for students is not always at the right level of challenge.
- Teachers do not mark work well enough and the written comments they make to students do not always tell students enough about how to improve.
- Some teachers are not able to manage students' behaviour well enough and learning gets interrupted at times.
- The headteacher and other senior staff do not check carefully enough or well enough the learning and progress of all groups of students.
- Governors fail to conduct thorough risk assessments on property. They also do not monitor the use of additional funding (provided by the Government) to make sure it is improving the standards reached by the students it is designed to help.

On 1 February, a Section 8 Monitoring visit was conducted. The main findings were:

- The headteacher and senior leaders have focused on improvements identified in the last inspection.
- Teachers are beginning to improve the feedback they give to students and there are some good examples of skilful marking.
- The new system for checking students' progress is paying dividends.
- The school's development plan is focused on the right priorities and gives helpful guidance about what success will look like. It does not give enough detail about expectations for different groups of students.
- Governors have completed required health and safety risk assessments.

The report recommended that the system for checking students' progress is extended to all groups and students in Key Stage 3 and that the interventions funded by Pupil Premium are sharpened.

On 1 -3 July 2013 a Local Authority Team visited the school to conduct a review. The team members were:

Kevin Paynes  
Helen Pemberton  
Clive Howlett  
Ken Tonge.

### Expected outcomes of the review

- *SLT receive an external view of the current state of the school to see if actions to date are impacting positively and to help identify next steps needed*
- *The school knows its preparedness for Ofsted and has an external check of progress against the key issues from the Ofsted Report*
- *The school is assisted in quality assuring judgements about learning and teaching.*

## SECTION 2

### PROGRAMME FOR THE TWO DAYS

<b>Before school/Period 1</b>	<b>Introduction to the school from the SLT for each team member</b>
<b>Period 1 → Period 5</b>	<b>Lesson observations:</b> <ul style="list-style-type: none"><li>• Paired observations</li><li>• SIA only observations</li></ul> <b>Meetings with SLT Leads on:</b> <ul style="list-style-type: none"><li>• Data (KT)</li><li>• Teaching and Learning (KP)</li><li>• Pupil Premium (KT)</li></ul>
<b>Lunchtime/After School</b>	<b>Feedback to teachers following lesson observations</b>

## SECTION 3:

### RESOURCES AND ACTIVITIES

#### Lesson Observations

- 20-30 minutes in length
- Paired observations with each member of SLT and middle leaders to check out and standardise teaching judgements
- A focus on – Progress, AfL, provision for groups of students, behaviour for learning
- Lesson observation grid provided by school
- Brief verbal feedback offered to staff observed at the end of each day/lunchtime by SIA, or SLT.

#### Work scrutiny

- Work scrutiny within lessons and discussions with students/staff where appropriate

#### Meetings

Up to one hour with SLT members on the following:

Data: Ken Tonge with Mark McKelvie

Teaching and Learning: Kevin Paynes with Mark McKelvie, Fiona Parish and Kath Greaves

Pupil Premium: Ken Tonge with Liz O'Connor.

## SECTION 4:

### OUTCOMES

#### I) TEACHING AND LEARNING

Summary of quality of teaching and learning during the review of the 1-3 July, 2013 based on **28 observations**.

(Ken Tonge – 12, Helen Pemberton – 4, Clive Howlett – 4, Kevin Paynes – 8)

**KEY – based on Ofsted criteria**

**Grade 1 – outstanding**

**Grade 2 – good**

**Grade 3 – satisfactory**

**Grade 4 – inadequate**

Number of lessons seen	Numbers within each grade	Percentages within each grade
6	Grade 1	21
17	Grade 2	61
5	Grade 3	18
0	Grade 4	0

**In summary:**

- 82% of lessons sampled were good or better and 0% was inadequate.

#### **Findings from Lesson Observations**

- The overall outcome of 82% of lessons being observed to be good or better is commendable. This indicates that the school has made significant improvements in the quality of teaching and learning since the Section 5 Inspection.
- In the best lessons, there was considerable high order challenge for students, with similarly high expectations from teachers. Teacher questioning supported learning in these lessons and pushed students into thinking more deeply. In less successful lessons, teachers were content to hear basic answers to questions then moving on.
- There were excellent organisational skills apparent across most subject areas with well-structured learning activities and good pace.
- There were few opportunities for the development of literacy and numeracy across the curriculum. However, where teachers did take account of these their input was good, integrating literacy or numeracy into the learning appropriately.
- The school needs to consider how to improve students' independent learning skills. Teachers are good at guiding students through their learning but there were few opportunities to see students self-directing learning. This is particularly significant for Post-16 students.
- Where lessons were graded as 'requiring improvement' it was often because there was too much full class activity and teacher talk.
- Many teachers used mini whiteboards to check learning. This works now, but the school might consider other strategies to check learning during lessons.
- There were some excellent examples of students' problem solving through talking.
- In the best lessons observed, differentiation was achieved through tailoring activity to match students' current levels of progress and ability. In some lessons differentiation was achieved simply by different orders of outcome and in many lessons teachers did not clearly differentiate.
- Teachers are conscious of the need to enable students to achieve the highest possible outcomes. In the best lessons this was achieved through the high order activity and challenge of the learning

experience. In many lessons, however, teachers constantly referred to how to get a better grade or higher level rather than allowing the quality of learning to lead to success in assessment and examinations.

- It was possible to see progress over time through work scrutiny during lessons. Many teachers wisely made sure sets of books were available to observers to facilitate this. One teacher, who had recently taken over the class being observed, brought in a set of books from a class she had worked with throughout the year so that we could judge progress over time from her teaching.

## **Planning**

Planning was seen to be excellent when:

- Learning objectives were clear.
- Objectives were expressed in terms of what students would learn rather than what they would do in the lesson.
- Contextualised data about students' current levels were incorporated into the planning, including in seating plans.
- The detail in the plan was sufficient to let the observer know what was going to happen in the lesson concisely.

## **Assessment for Learning**

- There was a mixed picture in terms of how well teachers marked work and how their marking supported and inspired future learning.
- There were some examples of excellent AfL where teachers had spent a long time considering students' work and wrote comments which were detailed and helpful. However, too many teachers were content to use ticks and stamps to acknowledge that the work had had an audience.

## **Behaviour**

- During lesson observations and lesson changeover, break and lunchtime students' behaviour was observed to be at least good but frequently outstanding.
- Behaviour for learning was at its best when students were challenged and motivated. At its worst, behaviour was passive and compliant.

## **II) NOTES FROM MEETINGS**

### **Data**

- In March, 2013, the school's data showed 5+ A\*-C E/M to be 73%, 2% below the FFT D target, suggesting that it is in line to reach this. Boys are at 76% and girls 84%.
- The school uses the Sisra data management system. This tracks student progress and is accessible to all staff to create reports showing how well their classes and individuals are doing.
- The data system identifies sub-groups of students and prompts appropriate interventions.
- There is a termly 'trawl' of assessment data from all staff for all classes. This generates reports which are given to subject leaders to discuss/take action upon with their teams.
- There is an expectation that 2 levels of progress will be made across Key Stage 3. GCSE targets guide progress in Key Stage 4.
- There is not a detailed link currently to teacher Performance Management other than PM targets are set using FFT D estimates.
- The IT system flags up under-performance to the Deputy Head (MM), but middle leaders are expected to have a significant role in managing and interpreting data, including producing an interventions report.

- The data system is able to identify and track sub-groups of learners. In year 11, for example, it currently shows that, while most groups are making good progress, lower ability students are not progressing as well. However, since the data was collected in March, the school has taken steps to address the issue including the creation of an extra set in English and a restructuring of a lower ability maths set to target those students requiring additional intervention and support.

#### Recommendations from the data meeting:

- The school should consider how to ensure that assessment data from teachers is robust. This could be achieved through moderation/standardisation activities in school departments, with staff working in pairs or triplets to confirm grades/levels. Even better practice would be to link up with another school and organise cross-school moderation department by department.
- The school should consider making data trawls more frequently, possibly every half term.
- Teachers should be trained in incorporating data into planning so that there is consistency across the school.
- Contextualised data should be incorporated in seating plans for lessons.
- The school should use sub-levels of assessing progress in KS3, not full levels.

### Pupil Premium Meeting

- The school has made commendable arrangements for Pupil Premium students with a member of the SLT leading the initiative and a new programme which started early in the Spring term of 2013.
- There are 71 students generating Pupil Premium funding.
- 61 PP students are part of the 'ID Programme' which offers additional support and activities (eg. Literacy, health and well-being, enterprise).
- The programme also has a focus on achievement/attendance/behaviour.
- There are a further 30 or so students on the ID Programme who do not generate PP funding.
- There is some external provision for PP students (eg. Construction classes, ASDAN, 'Residential subsidy').
- The 2012 Raiseonline Report showed that the school is having considerable success in 'narrowing the gap' for PP students. 59% achieved expected progress in English compared to 36% in 2011. 58% achieved expected progress compared to 50% in 2011. This is still short of National expectation (-13%, -15%) but is moving in the right direction.
- In 2011 the gap between FSM students and Non-FSM students achieving expected progress in English was -34% and in maths -32%. School data shows that the gap for this year in English is currently +4% and in maths -9%.
- The school data system monitors the progress of PP students.
- The school's income from Pupil Premium is £42,000 but the programmes to support students in this group cost considerably in excess of that figure.
- Other interventions are available for PP students related to their learning needs in specific subjects.

### Teaching and Learning Meeting

- The school systematically monitors the quality of teaching and learning, observing all teachers at key points in the year. The percentage of lessons judged to be good or better has been increasing incrementally over the past year or so from just over 50% at the time of the last LA review in February 2012 to 81% following observations undertaken in June 2013. This data is recorded electronically enabling the school track progress and identify common themes as strengths and areas for development. *[As indicated above the percentage of good or better teaching in the sample of lessons observed during this review was 82%. All these lessons were paired observations with the overall judgement for the lessons being agreed by both the LA and school observers]*
- There is an established programme of professional development/training designed to improve the overall quality of teaching and learning and ensure that the vast majority is judged to be good. At a whole school level this comprises a series of twilight sessions (co-ordinated by the school's AST) focusing on specific aspects (e.g. differentiation). The concept of the 'Golden Lesson' has been

introduced where teachers focus on a particular theme following training (trying out new ideas and taking risks if necessary).

- In addition, teachers judged as 'Requiring Improvement' following lesson observations have had a bespoke package of support. In some cases this has been a 'light touch' approach, for example if the area for improvement is straightforward to address. Generally, these teachers have subsequently been judged to be 'good'. In other cases, the support package has been more intensive: these teachers have been supported directly by a member of the senior team or the AST. Specific objectives to improve have been set and there are regular discussions re strategies to achieve these. These staff are subject to more frequent lesson observations to check on progress. The school is clear that if teachers do not respond adequately to such strands of support, then further, more formal discussions would need to take place.
- The focus is increasingly moving to 'good to outstanding' with teachers being encouraged to co-plan lessons and video lessons to share good practice.
- Marking: whole school marking guidelines are in place from which middle leaders have redrafted subject-specific marking policies to ensure greater consistency of approach. In addition, exemplar material has been displayed in the staffroom. Marking is a key focus of lesson observations and learning walks and there has been some sampling of work. [see comments elsewhere in the report too]
- Use of data to inform planning for T&L – see comments above re data meeting.
- Use of other adults in the classroom: the SENCO has set clear expectations and there are specific guidelines about this. There are examples of good practice across the school but agreed that there needs to be greater consistency in planning between teachers/TAs.
- Literacy: a whole school literacy policy is in place. There is a particular focus on low level 3 students on entry.
- Off-site provision: much of this has now been brought 'in house' so that the school can more effectively quality assure this provision and deal with any issues identified.

Recommendations from the teaching and learning meeting:

- The school should consider the reintroduction of a rolling programme of subject reviews with a particular focus initially on weaker subject areas. This could include lesson observations, leadership discussions, a more in-depth work scrutiny and a greater focus on student voice.
- To provide additional support to Grade 3 teachers and to ensure more outstanding teaching and learning, the school should consider enrolling some staff on to Improving/Outstanding Teaching Programmes respectively. These are provided through teaching school alliances.
- The school needs to ensure that literacy is a whole school focus – i.e. improving literacy is owned by all subject areas.
- To further develop links with other schools to share and develop good practice.

## **SECTION 5 RECOMMENDATIONS FOR NEXT STEPS**

**It is recommended that:**

- There is more consistency from staff in planning lessons by using contextualised data, making learning objectives clear and setting high expectations.
- In teaching, staff set high challenges for students and support their learning through probing questions and high order learning activities.
- There is a consistent approach across the school in marking/Assessment for Learning with informative input to students about their work which guides future learning.
- Independent learning skills are developed in students.

- Opportunities are taken more frequently to develop literacy and numeracy skills across the curriculum.
- Alternative strategies to mini-whiteboards are used to check learning in lessons.
- Teachers are able to show progress over time to HMI/Ofsted/LA visitors by students' work being available.
- Teachers differentiate more clearly when setting learning activities so that all students' current levels of progress are taken into account.
- Examples of good practice in teaching, planning and assessment are shared with all staff.
- Assessment data from teachers is robust. This could be achieved through moderation/standardisation activities in school departments, with staff working in pairs or triplets to confirm grades/levels. Even better practice would be to link up with another school and organise cross-school moderation department by department.
- Data trawls are more frequent, possibly every half term.
- Teachers should understand that compliant behaviour is not outstanding and that it is essential to have active lessons with students energised and fully engaged.
- Teachers focus on learning not grades and levels.
- Good practice from other schools is seen by teachers.