

# Wyedean School and 6th Form Centre

Beachley Road, Sedbury, Chepstow, NP16 7AA

**Inspection dates** 4-5 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and senior leaders have brought about rapid improvement across the school.
- Achievement has risen quickly, particularly in English, and is now good. Students make good progress in all year groups and in most subjects.
- Groups of students, including disabled students, those with special educational needs and those eligible for the pupil premium funding, achieve well.
- The quality of teaching is good. Learning is enhanced by strong working relationships between teachers and students.
- Teachers have high expectations of what students are able to achieve. They provide students with high-quality feedback that enables them to improve their work.
- Students are proud of their school and behave very well both in and out of lessons. The school is a calm place where students feel safe and well supported.
- The sixth form is good. Students receive high-quality advice and guidance which ensures that they follow appropriate courses. Students' achievement, the quality of teaching and the leadership and management of the sixth form are all good.
- Leaders, including governors, communicate high expectations. They hold all staff to account for students' achievement and the quality of teaching. They are ensuring that the school continues to improve.
- Leaders with responsibility for subjects have responded well to higher expectations. Their effective monitoring and evaluation of their departments is driving improvement.

### It is not yet an outstanding school because

- Whilst the most able students achieve well overall, sometimes they are not always suitably challenged.
- Occasionally, questioning does not probe students' understanding enough to enable them to deepen their learning.
- Some feedback and marking is not of the same high quality as the majority.
- Less experienced leaders, whilst operating effectively, require further support and guidance to develop their practice to an outstanding level.

## Information about this inspection

- Inspectors observed 24 episodes of teaching. 15 of these observations were conducted jointly with senior leaders.
- Meetings were held with the headteacher, other leaders, groups of students, teachers and members of the governing body.
- Inspectors scrutinised a wide range of documentation, including information on students' achievement, the school's self-evaluation, minutes of meetings and records relating to the monitoring of teaching, behaviour and safety.
- There were eight responses to the online Parent View survey. This was an insufficient number of responses for the results to be viewed.

## Inspection team

Simon Rowe, Lead inspector	Her Majesty's Inspector
Charlotte Evers	Additional Inspector
Joseph Skivington	Additional Inspector

## 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.*

### Information about this school

- Wyedean School and Sixth Form is an average-sized secondary school.
- Most students are of White British heritage. The proportion of students eligible for the pupil premium funding (disadvantage students) is below average. This is additional government funding to support students known to be eligible for free school meals and those in local authority care.
- The proportion of disabled students and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or who have a statement of special educational needs is also below average.
- The school met the government's floor standards in 2013, which sets the minimum expectations for students' attainment and progress.
- Some students in Year 10 and Year 11 attend courses at Nash College, Gloucestershire College and Severnvalle Equestrian Centre.

### What does the school need to do to improve further?

- Raise achievement further by ensuring that:
  - teachers consistently provide sufficient challenge for the most able students
  - highly-effective questioning is used to probe and deepen students' learning
  - the quality of feedback and marking across the school is at the standard of the best.
- Further develop the skills and effectiveness of less experienced leaders.

## Inspection judgements

### The leadership and management

are good

- The headteacher has created a culture of high expectations, which has a particularly strong impact on students' achievement and the quality of teaching. Staff have responded positively to these raised expectations and fully accept their part in ensuring the school continues to improve.
- Senior leaders provide effective leadership. They set challenging targets and monitor and evaluate the impact of their actions. As a result, achievement, the quality of teaching and attendance are improving.
- Teachers' individual strengths and areas in need of further development are well known by leaders. Teachers receive personalised training, including working alongside the most effective teachers, to observe and learn from their practice. During joint observations, senior leaders and inspectors were in agreement on the positive elements of teaching and developmental points.
- Leaders with responsibility for subjects are held closely to account for the performance of teachers in their subjects. They, in turn, rigorously monitor the work of staff in their departments, providing individual feedback and support to ensure students achieve well. Less experienced leaders are responding well in their new roles. They understand the expectations placed on them and are open to advice and guidance to improve their effectiveness further.
- The targets that are set for teachers are challenging. They are closely linked to ensuring students make good progress and the quality of teaching continues to improve. Pay awards are withheld for those teachers who do not perform at the required level.
- A senior leader oversees the allocation and impact of additional government funding well. Each learning area has an advocate for disadvantaged students, who ensures that these students are well-known by staff and that their progress is monitored closely. Timely and effective extra support is provided where necessary to ensure these students reach their potential.
- Senior leaders adapt the range of subjects on offer to meet individual needs. The spiritual, moral, social and cultural education for students is a strength of the school. Students enjoy and engage well in discussing and debating sensitive issues such as sexism and extremism. Fundamental British values, such as freedom of choice, the understanding of different cultures and beliefs, and how law affects peoples' rights and values, are effectively integrated throughout subjects..
- Key staff work closely with students and their families to overcome any potential barriers to enable students to be successful. A wide range of opportunities is provided for students to engage in sporting, musical, drama and cultural activities as well as further support for subjects outside of lesson times. Staff ensure each student has an equal chance of success and access to this range of opportunities. They provide students with effective guidance to enable them to make informed choices about their next steps.
- A school improvement advisor provides good external support to leaders. He reports his findings to governors and provides helpful next steps for leaders to improve the school further.
- Safeguarding arrangements meet statutory requirements. The school's records relating to safeguarding students are well maintained; actions are timely and effective and procedures for raising concerns are understood by staff.
- Leaders effectively monitor the progress, attendance and behaviour and safety of those students who access courses at other institutions.
- **The governance of the school:**
  - The governing body has a good awareness of the school's strengths and areas in need of further development, particularly with regard to students' achievement and the quality of teaching. Governors provide a strong level of challenge and support to senior leaders to ensure the school continues to improve. They understand information on the school's performance. Governors implement a strict pay policy, ensuring that they withhold pay awards for any underperformance and recognise the most effective staff. They are aware of how extra government funding is deployed and the positive impact it is having on raising achievement for disadvantaged students. All safeguarding policies and procedures meet statutory requirements.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of students is good.
- Students are polite and courteous. They conduct themselves well both in and out of lessons.
- Students are punctual to lessons; they bring the correct equipment and wear their uniform well.
- During lessons, students work well on their own and with each other. They show a great determination and resilience to succeed. Students tell inspectors that low-level disruption is rare; inspectors agree with this.
- The proportion of students who received a fixed-term exclusion at the school is low compared to national figures.

### Safety

- The school's work to keep students safe and secure is good.
- Students understand different types of bullying and know how to keep themselves safe particularly when using the internet. If bullying should occur, students indicate that the school will deal with this promptly and effectively. As one student commented 'bullying is not tolerated in this school'.
- Through effective spiritual, moral, social and cultural development, students show great respect for each other and for those from different cultures and backgrounds.
- Attendance has improved and is slightly above the national average. The proportion of students who are persistently absent from school is below average.
- Students who attend courses at other institutions behave very well and feel safe.

## The quality of teaching

is good

- Most teaching is now good and sometimes outstanding including in the sixth form; none is inadequate.
- Teachers and students have positive, working relationships. Teachers create a learning environment which is centred on high expectations of behaviour and achievement.
- Teachers' strong subject knowledge enables them to plan lessons that stimulate students' interest. Careful attention is given to effectively developing students' literacy, reading and mathematical skills, for example through teachers in all subjects working with students to improve their spelling.
- Students are confident to offer their thoughts and ideas during lessons; they enjoy being challenged and respond quickly to their teachers' requests. Teachers usually use effective questioning to probe students' understanding and to deepen their learning but, sometimes, this questioning does not fully extend students' thinking.
- Teachers know students well and plan in detail to meet their individual needs. Occasionally, the most able students are not sufficiently challenged or they do not manage to get to the extension work; this limits the progress they make.
- Additional adults in lessons, such as learning mentors, provide effective support for students.
- Students usually present their work well. They welcome improvements to the quality of feedback and marking and say that this helps them to understand what they have done well and how they can improve their learning further. Inspectors agree with this. There is, though, a small amount of marking which is not of the same high quality as the majority.

## The achievement of pupils

is good

- Students enter the school in year 7 with levels of attainment slightly below the national average. The proportion of students who end Year 11 with 5 or more GCSEs, including English and mathematics, rose significantly in 2014 to be well above the national average.
- The progress students across the school make in English is high. Students' achievement in mathematics has risen and is now good. Students achieve well across a range of subjects, and especially well in religious studies, the single sciences, history, geography and information and communication technology. Achievement in the sixth form is good.
- Work in students' books shows that they are making good progress across all year groups and most subjects in the school. They take great pride in their work and understand the challenging targets they have been set, know their current level and what they need to do to reach their targets.

- The school's published data does not reflect the good progress students are now making. This is because, prior to 2014, GCSE outcomes for Year 11 students were much lower. Also, some students take their mathematics GCSE examinations earlier than at the end of Year 11. This is used to motivate them to improve their performance before re-taking their examination. The outcome for the majority of these students is that they improve their grade. This entry policy does not prevent students from achieving the highest grades.
- Disadvantaged students, those eligible for the pupil premium funding, are given a high priority within the school. These students are well known as individuals and teachers ensure they are closely monitored. The gap between the attainment of this group of students and their peers has decreased in English. In 2014, they finished Year 11 about a quarter of a year behind their peers nationally and half a year behind their peers within school. The achievement of students currently at the school, shows that this gap has been eradicated. The gap in mathematics has fluctuated. In 2014, students finished Year 11 about a year behind their peers nationally and within the school. The gap for current students has been closed and students now achieve in line with their peers nationally and in school.
- Students with disabilities and special educational needs receive appropriate, timely, and effective support. The majority of their specific needs are met by teachers in the classroom. Students, along with their parents, develop a 'student passport' which is provided for each teacher. This provides the teacher with the key support and strategies each student requires to be successful. Teachers are using the passports to great effect and these students make good progress.
- A 'progress group' has been set up in Year 7. This group is for disadvantaged students, those with disabilities and special educational needs who enter the school with low levels of attainment. Senior leaders have made good use of extra government funding, including the Year 7 catch-up and pupil premium funding, to ensure that this group receives highly effective teaching. There is a focus on developing students' key skills including literacy and numeracy. Students receive effective phonics development (understanding letters and the sounds they make), to improve their reading skills. These students are achieving well and making faster progress.
- The more able students usually make good progress across a range of subjects. The proportion of students achieving the highest grades of A and A\* has improved and is above the national average in English. In mathematics, the proportion of students achieving the higher grades has improved but is still below the national average.
- Students who attend other institutions for some of their teaching are closely monitored. They achieve very well and some make outstanding progress.

### The sixth form provision

is good

- The sixth form is well led and managed. Students receive high quality advice and guidance prior to commencing studies in the sixth form. This ensures that they are on suitable courses; retention rates are high.
- Tutors provide effective support for students when applying to universities. Students speak highly of this support. Around two-thirds of students progress to universities.
- Students' achievement is good and improving. They generally make good progress although there is some variability within subjects. Groups of students, including disadvantaged, disabled and those with special educational needs, receive effective support and achieve as well as their peers.
- Teaching is good. Teachers have very strong subject knowledge. They use this to good effect to inspire and motivate students.
- Students who enter the sixth form without a grade C at GCSE level in English or mathematics receive good support through timetabled sessions. Most students improve their grades.
- Sixth form students take on a range of leadership opportunities to develop their personal and social skills including mentoring Year 7 and Year 11 students, running an environmental and sustainability group and organising charity events.
- Students behave well and exhibit positive attitudes to their learning. Through highly effective personal, social and health education, they are made aware of risks and how to keep themselves safe.
- The private study area is used to good effect. Students make responsible use of untimetabled lessons to work together and continue their studies.

## 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

<b>Unique reference number</b>	137382
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	447463

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11-18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	983
<b>Of which, number on roll in sixth form</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shirley Lightbound
<b>Headteacher</b>	Clive Pemberton
<b>Date of previous school inspection</b>	8-9 October 2013
<b>Telephone number</b>	01291625340
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