John Henry Newman Catholic College

Chelmsley Road, Chelmsley Wood, Birmingham, West Midlands B37 5GA

Inspection dates	8–10 November 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**
16 to 19 study programmes	**Good**
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Leaders have created a culture of high aspiration and personalised support for individual pupils.

- Leaders have improved outcomes and behaviour from very low points after the last inspection. The school continues to provide outstanding levels of personal development and welfare.

- Middle leaders' monitoring of pupils' progress enables them to put in place appropriate and effective interventions. These are having a positive impact on the progress of pupils at the school, across a range of subjects and pupil groups.

- Teachers have excellent relationships with their pupils and strive to build pupils' confidence and resilience. Pupils are inspired to improve their work because lessons often provide them with model examples of high-quality work.

- Safeguarding pupils' welfare is a real strength of the school. Vulnerable pupils benefit from appropriate and timely additional support when required.

- Students on 16 to 19 study programmes make good progress from their starting points. Students' progress in vocational subjects is particularly strong.

- Pupils successfully choose appropriate destinations as a result of high-quality careers information. Most now secure high-quality places to continue their education or training after Year 11 and Year 13.

- Leaders have successfully implemented a system to ensure that behaviour concerns don't escalate and can be resolved successfully. Issues with behaviour and low-level disruption are now rare. However, a high proportion of pupils are still permanently excluded from the school.

- Leaders do not comprehensively evaluate the impact of their actions on improving progress for all key pupil groups. As a result, progress over time is inconsistent, particularly for pupils who are disadvantaged, have special educational needs and/or disabilities, or have high levels of prior attainment.

- Pupils' attendance continues to improve, but at a slower rate for disadvantaged pupils than other pupils.

Full report

What does the school need to do to improve further?

- Improve how leaders routinely analyse and evaluate progress information for current pupils by:
  - evaluating the impact of actions taken to diminish differences between groups of pupils
  - maintaining interventions that have had the most success on pupils' progress
  - improving the accuracy of leaders' self-evaluation.
- Further reduce the remaining variation in progress for pupils who are disadvantaged, have special educational needs and/or disabilities, or have high prior attainment by:
  - ensuring that teachers enable these pupils to confidently use their skills to become more successful learners and to make better use of learning opportunities
  - ensuring that teachers consistently match tasks to pupils' starting points.
- Build on the positive relationships that exist in school by:
  - sustaining the recent improvements made in attendance and further reducing the proportion of pupils who are persistently absent from school
  - reducing the proportion of pupils who are permanently excluded from school.

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

Inspection judgements

Effectiveness of leadership and management	Good

- Leaders and governors are ambitious for pupils, and for the school. They have successfully shared their vision for the school with all staff, who support the drive to improve outcomes, behaviour and teaching and to maintain outstanding levels of personal development and welfare. Leaders ensure that staff are held rigorously to account, but have also created a culture of support and development among staff.

- Middle leaders have a clear understanding of their roles and responsibilities and focus on improving pupil outcomes. They contribute to monitoring the quality of teaching and learning within their subject areas, and to the planning of targeted interventions for pupils. Senior and middle leaders meet regularly to discuss and evaluate actions. As a result, leaders have a detailed knowledge of how well individual pupils are performing in the subjects they study.

- Leaders' actions have ensured that the high number of fixed-term exclusions has fallen sharply over the last year, by embedding a whole-school ethos of positive behaviour. Leaders at all levels make sure that there is a culture of mutual respect across the school. Staff actively make sure that any low-level poor behaviour and relationship issues do not escalate.

- Leaders have responded effectively to high rates of absence and persistent absence by evaluating carefully strategies to secure higher attendance. They develop those that have the most impact. The leaders responsible for safeguarding monitor individual pupils closely. There are recent improvements in attendance and a drop in persistent absence rates for all groups of pupils in the school.

- Opportunities to train and develop staff are very well planned. They are linked to the school's improvement priorities and informed by accurate information collected about the quality of teaching. Staff welcome opportunities to develop and embed new initiatives into their work, and leaders can demonstrate the impact and success of recent training. Leaders use a comprehensive range of information to manage staff performance. Targets are linked to professional expectations, including pupil progress.

- Leaders carefully plan the spending of additional funding that is provided to the school, however, only evaluate the positive impact that the money makes on pupils' outcomes after they have left the school. For example, analysis of examination results from summer 2016 demonstrates that the progress of disadvantaged pupils who are in receipt of pupil premium funding was similar to other pupils nationally. However, high prior attaining pupils in this group made less progress.

- Leaders regularly review and adjust the broad and balanced curriculum to make sure that it meets pupils' needs. For example, pupils entering key stage 4 now study more appropriate subjects and qualifications because the approach to subject combinations has changed. Leaders also adapt the curriculum to ensure that pupils have access to a wide range of subject combinations.

- The formal curriculum is enhanced by wide range of extra-curricular activities. Pupils' participation in these activities is carefully monitored so that leaders can encourage under-represented groups to become more involved.

- Leaders ensure that pupils who have specific educational needs, such as low skills of literacy and numeracy when they start at the school, are given real support. These pupils make good progress and catch up with their peers. New leadership of special educational needs has resulted in clear plans to improve the progress of pupils with special educational needs and/or disabilities. These plans are too recent to demonstrate their impact on pupil outcomes.

- Promotion of fundamental British values and pupils' spiritual, moral, social and cultural development are integrated into lessons and addressed through the tutorial programme and enrichment opportunities. Pupils understand their responsibilities to society, and to themselves, and demonstrate high levels of respect for, and tolerance of, diversity.

- Leaders have a good understanding of the school's strengths and areas that can be further improved. They use a wide range of information to inform their improvement planning. This approach has successfully secured improvements in outcomes, raised aspirations and increased standards of behaviour in recent years. However, leaders' evaluation of the actions they have taken to improve the progress of all pupil groups currently in school is less secure, as they do not routinely analyse available information on the impact of actions in reducing the differences in attainment of different groups.

Governance of the school

- The governing body is very supportive of the school and challenges leaders effectively. They have an accurate knowledge of the school's strengths and areas that require improving, but their awareness of how effectively additional funding is spent does not include its impact on pupils currently at the school. Governors judge the school's overall effectiveness too generously. They are clear in their ambition for all pupils to do well.

- Governors undertake a wide range of appropriate training so that they can be more effective. This training includes safeguarding, financial support and training on new accountability measures. Governors hold leaders to account because they ask pertinent questions and challenge the school to improve in key areas.

- Governors speak to pupils to understand how well the school is doing from pupils' perspectives. Governors use this information well and so advocate for the pupils in the school.

Safeguarding

- The arrangements for safeguarding are effective.

- Leaders' tenaciousness and meticulous organisation of safeguarding ensure that there is a culture that keeps pupils safe from a range of risks. The proportion of vulnerable pupils is high, but leaders ensure that there is sufficient capacity to support them. Pupils receive relevant and appropriate information through the curriculum so they know how to keep themselves safe.

- Teachers and other staff are fully aware of their safeguarding responsibilities and have relevant knowledge of the risks young people face and how to help them. Leaders ensure that staff undertake regular audits of their skills and knowledge to ensure that these are up to date.

Quality of teaching, learning and assessment   Good

- Teachers use their subject knowledge appropriately to question pupils, using answers effectively to develop understanding, key concepts and ideas. Follow-up questions encourage pupils to improve the quality and depth of their responses. For example, in mathematics lessons, teachers check that pupils can explain the steps they use in their calculations to arrive at the correct answer.

- Teachers have high expectations of pupils' use of specialist key terms and phrases within subjects. This focus expands pupils' vocabulary and their confidence in using relevant language appropriately. For example, in science lessons, teachers encourage pupils to use key terms in oral and written explanations of scientific phenomena.

- Teachers regularly use model answers with pupils, particularly those answers requiring extended writing. These model answers raise pupils' aspiration to achieve at the highest level, and provide an understanding of how work will be assessed. Appropriate and useful additional support is provided to help pupils prepare written answers and pupils receive valuable and comprehensive feedback on this work. For example, in English lessons, pupils can accurately assess each other's answers against high-quality model answers and identify how they could be improved.

- Staff and pupils have extremely positive working relationships and pupils want to learn. There is a positive climate for learning within classrooms. Pupils' contribution to lessons is valued and the comments made are treated in a mature manner by their peers.

- Written and online homework is set regularly, in accordance with the school's policy, and helps to reinforce and consolidate learning from lessons. Many pupils and parents agree that homework is relevant and contributes usefully to learning.

- Teachers carry out regular and accurate assessments of pupils in lessons. They know their pupils well. In some lessons, however, teachers do not consistently use this information effectively, so activities are not always planned at appropriate starting points for pupils. This is particularly the case for pupils with high levels of prior attainment. As a result, some tasks are not as challenging for the most able pupils. This limits progress, particularly for most-able disadvantaged pupils.

- Teachers encourage pupils to become self-assured learners. In many lessons inspectors saw examples of learning activities planned to develop learning skills and confidence. Sometimes pupils, particularly pupils with special educational needs and/or disabilities and those with low prior attainment, are not as fully involved in their learning as their peers. As this is not always addressed by their teachers, these pupils are not fully engaged with their work.

Personal development, behaviour and welfare   Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.

- Pupils at John Henry Newman Catholic College grow in confidence throughout their time at the school. They develop a keenness to succeed and do well in lessons and achieve qualifications that will enable them to move on when they leave the school. Pupils recognise that staff work hard to build up their self-confidence and self-esteem.

- A strong feature of the school is the 'Heart Values', which is how the school promotes its Catholic ethos. Pupils demonstrate these values, such as respect, tolerance and compassion, through learning opportunities in lessons and wider participation such as raising funds for various charities.

- Leaders ensure that an extremely high level of care and support exists for all pupils. Pupils who are most vulnerable benefit from appropriate additional support, including effective intervention by organisations external to the school. Pupils feel that there are always adults in school whom they can talk to if they feel they are at risk or have any problems.

- Pupils can describe the ways they keep themselves safe from risks, including the use of the internet and how to recognise extremist views. As a result, pupils have a strong sense of how to keep themselves safe in a range of different situations.

- Pupils benefit from a wide range of clubs and activities outside lessons, including those in sport and technology, and many participate. Pupils enrich their personal development through such involvement and further strengthen the positive relationships they have with each other and with staff.

- Pupils are well prepared for life in modern Britain and can demonstrate their understanding and respect for people of different faiths and cultures outside the school community. They gain experiences of different cultures, for example through visiting different places of worship.

- Pupils are very clear that conduct which is discriminatory or prejudice-based is not acceptable, and these behaviours are very rare within the school. Pupils say that on the rare occasions bullying takes place they are confident that it is dealt with quickly and effectively by adults.

- Leaders have developed an extensive programme of careers information, advice and guidance which specifically focuses on issues relevant to pupils from Year 7 to Year 13. This programme effectively enables pupils to make well-informed decisions about the next steps in their education and raise aspirations of what they can achieve. As a result, the proportion of pupils who successfully leave the school and move on to sixth form, college, university or further training at the end of Year 11 and Year 13 has increased.

Behaviour

- The behaviour of pupils is good.

- Pupils show that they are proud of their school by keeping the environment free from damage and litter and wearing their uniform correctly and neatly.

- Pupils arrive at their lessons promptly and are well prepared. As a result, learning in lessons can start on time.

- Pupils' conduct around the school between lessons and at social time is generally calm and orderly, and they respond promptly to instructions from staff. Younger pupils comment that they feel safe in all areas of the school.

- Alternative provision is used to engage pupils with learning. The very small number of pupils who are educated away from the school site attend and behave well, and are safe.

- Leaders have introduced a 'restorative justice' behaviour system that effectively addresses those attitudes and behaviours that result in pupils not meeting expectations for conduct. The system motivates pupils to not repeat previous misjudgements and increases the level of intervention if repeated poor behaviour does occur.

- There are excellent relationships between pupils and staff. Pupils are polite and respect each other, adults and visitors. In lessons, pupils listen carefully to their teachers, and to the contribution of their peers. However, in some lessons, some pupils do not fully engage with activities that are not directly supervised by their teachers. Occasionally, staff are too tolerant of this behaviour.

- Rates of exclusion of pupils have historically been very high, but information provided by the school shows that they decreased sharply last year. The number of pupils who are repeatedly excluded follows a similar trend. The proportion of disadvantaged pupils who are excluded from school remains comparatively high, but this is also decreasing.

- Pupils' attendance is improving and is now in line with other pupils nationally. Leaders have introduced successful measures to tackle low rates of attendance. Leaders are aware that the attendance of disadvantaged pupils has improved at a slower rate, is still below the national average for all pupils and that some continue to be regularly absent. Tackling the reasons that still cause some pupils to miss school remains a priority for leaders.

- The proportion of pupils who are permanently excluded from school is much higher than the national average. Leaders and governors are careful to permanently exclude pupils only as a last resort, and in response to incidents which merit it.

Outcomes for pupils   Good

- Outcomes for pupils at the end of Year 11 have improved over time. They have improved from being well below those achieved by pupils nationally and are now similar to those achieved nationally for all pupils.

- GCSE results in 2016 show that pupils' rates of progress in English and a range of other subjects were close to that of all pupils nationally, but in mathematics their progress was about one quarter of a grade lower. The proportion of pupils achieving GCSEs at grades A* to C in English and mathematics continues to rise and was above the national average this year. Pupils' average attainment across a range of subjects was similar to all pupils nationally.

- Disadvantaged pupils overall in Year 11 made similar progress to other pupils nationally in 2016, but, depending on their starting points, the extent of that progress was not consistent. Disadvantaged pupils with low levels of prior attainment made on average one quarter of a grade better progress across a range of subjects than other pupils nationally. However, disadvantaged pupils with high levels of prior attainment made over half a grade less progress than similar pupils nationally.

- In 2016, GCSE results show that pupils with high levels of prior attainment made two fifths of a grade less progress than pupils with the same starting points nationally. Similar rates of progress were made by pupils who have special educational needs and/or disabilities who are supported by the school.

- The very small number of pupils who complete their education at a different location

are achieving well. They make progress towards qualifications that prepare them well for the next stage of their education.

- Outcomes overall are good because, across all key stages, differences in rates of progress for groups of pupils currently at the school continue to diminish, albeit not consistently. For example, targeted support has effectively addressed the lower rates of progress boys make compared to girls, particularly in mathematics at key stage 3 and English at key stage 4. As a result, boys currently in key stage 4 are making the same rates of progress as girls. However, disadvantaged pupils currently in key stage 4 do not consistently demonstrate the improved rates of progress across all subjects seen in 2016. Students on 16 to 19 study programmes make considerably more progress on vocational courses and qualifications than other students nationally and the same progress as others nationally on academic qualifications.

16 to 19 study programmes   Good

- Sixth-form leaders have high expectations for the attendance, conduct, punctuality and work by students. As a result, rates of absence are very low and sixth-form students are clear role models for other pupils.

- Students choose from a wide range of courses so that they can realise their ambitions and interests. The choice of subjects available is constantly developing to meet students' needs and interests. Leaders pay attention to the skills needed in the local economy and to students' aspirations. They have developed the school's courses on offer to enable students to progress to higher education or enter the local job market.

- Students' progress in academic qualifications has improved over time and was in line with the national average in 2015. Progress in vocational qualifications has also improved over time and was much higher than the national average in 2015. Leaders' analysis indicates that these improvements were maintained in 2016 and will also continue for current students.

- Progress on GCSE English and mathematics courses for students who did not achieve a higher grade when in Year 11 is very positive. The majority who begin their studies without these qualifications achieve them by the time that they leave.

- Tutors give very effective support to students who find the transition from Year 11 to the sixth form challenging or subsequently fall behind. Leaders develop bespoke support programmes and tutors monitor these closely. Students say that they value these support programmes because they help them to catch up with missed work, improve their learning and revision skills, and become more organised.

- Students benefit from a wide range of non-qualification activities, and all take part. For example, students can take part in the Duke of Edinburgh's Award, performing arts, sports, debating, health-awareness activities and the student council. They know how to keep themselves safe from a range of risks, including social media, radicalisation and extremism. One activity that students value highly is the reading mentor scheme. Students commented on the real sense of achievement and confidence that they obtain from helping younger pupils develop their reading.

- Students are very positive about their experience of the sixth form, particularly their involvement as a core part of the school community. They have a strong voice, say

that their ideas are listened to and that leaders often ask about what support they need, for example to achieve their chosen destinations, and then provide it.

■ Students benefit from high-quality, varied careers education, information, advice and guidance. Activities include visits to a range of universities, visiting employers, and financial advice. Students are, therefore, well prepared for their lives after sixth form.

■ All members of the sixth form participate in work experience which is carefully matched to students' aspirations. Students talk clearly about the impact this work experience has on developing their employability skills, and how they use the experience to inform decisions about their next steps.

■ In the past, the proportion of students continuing their studies between Year 12 and Year 13 has been below the national average. Leaders have developed effective and appropriate support, as well as ensuring that students start courses that are best matched to their abilities and interests. Consequently, an increasing proportion of students complete the qualifications they start, and school information suggests that this is now above national average.

School details

Unique reference number	136347
Local authority	Solihull
Inspection number	10012467

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.

Type of school	Secondary comprehensive
School category	Academy sponsor-led
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	1,151
Of which, number on roll in 16 to 19 study programmes	138
Appropriate authority	The governing body
Chair	Mike Russell
Principal	Jennifer McGuirk
Telephone number	0121 770 5331
Website	http://johnhenrynewmancatholiccollege.org.uk
Email address	office@jhncc.org
Date of previous inspection	15–16 May 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is larger than the average secondary school and has a sixth form.
- The proportion of pupils supported by the pupil premium is much higher than average.

- An average proportion of pupils are from minority ethnic backgrounds. A below-average proportion of pupils speak English as an additional language.

- An average proportion of pupils have a statement of special educational needs or an education, health or care plan. The proportion of pupils who have special educational needs and/or disabilities supported by the school is below average.

- A very small number of pupils attend alternative provision at I Media School.

- The school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 11, and by the end of 16 to 19 study programmes, in 2015. This information is not yet available for the 2016 cohort because national progress information has not yet been validated.

- The school's last section 48 inspection of religious education took place in July 2013.

Information about this inspection

■ Inspectors observed teaching in 36 lessons, four of which were carried out with members of the school's senior leadership team. Lessons covered a wide range of subjects and year groups. An inspector visited an assembly. Pupils' behaviour between lessons and at social times was also evaluated by inspectors.

■ Pupils' work was reviewed by inspectors in lessons.

■ Inspectors held meetings with senior and middle leaders, including those with responsibility for safeguarding, and with members of the governing body.

■ Inspectors analysed the responses from parents to a school questionnaire. There were insufficient responses to Ofsted's online questionnaire, Parent View. Inspectors took into account the views of staff, meeting with them, for example, to provide feedback after observing lessons.

■ Pupils met formally with inspectors on three separate occasions. Inspectors evaluated the responses from pupils to a school questionnaire and also conducted many informal discussions with pupils during lessons and at social times.

■ Inspectors reviewed documentation from a variety of sources, including school policies and school information about teaching, behaviour and outcomes.

Inspection team

Rob Hackfath, lead inspector	Her Majesty's Inspector
Dan Owen	Her Majesty's Inspector
Rob Steed	Ofsted Inspector
Gwendoline Onyon	Ofsted Inspector

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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