

Childwall Sports & Science Academy

Queen's Drive, Liverpool, Merseyside L15 6XZ

Inspection dates

17–18 May 2016

Overall effectiveness

Requires improvement

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' achievement in science in 2015 was significantly lower than that of other pupils nationally.
- In mathematics, all pupils, including those who are disadvantaged, have not achieved as well as other pupils nationally.
- Teachers do not always plan learning which is sufficiently challenging for the most able pupils. Consequently, the progress of these pupils is not rapid enough.
- Some pupils are unclear about what good work looks like. When this is the case, they are reluctant to work hard.
- Feedback from teachers does not routinely follow the school's marking policy to ensure that pupils' work improves.
- Students in the sixth form do not have enough opportunities to take part in activities outside of school.

The school has the following strengths

- The headteacher, senior leaders and governors have now halted the decline in standards and are leading school improvement effectively.
- Pupils make very good progress in English and are matching the achievement of other pupils nationally. Standards are rising in mathematics.
- Pupils' behaviour is good, both in lessons and around the school.
- The school promotes opportunities for spiritual, moral, social and cultural development very well.
- Outcomes in the sixth form are good.

Full report

What does the school need to do to improve further?

- Ensure that all pupils, particularly in science and mathematics, accelerate their learning so that gaps in achievement close between them and other pupils nationally by:
 - continuing to make regular checks on their progress and taking timely steps to address underachievement
 - maintaining the strong training and support for teachers.
- Further improve teaching, learning and assessment so all groups of pupils, regardless of prior attainment, make at least good progress by:
 - ensuring that the most able pupils are always given work which ensures that they are stretched
 - ensuring that all pupils have a clear idea of what good work looks like
 - making sure that teachers enable pupils to improve their work by consistently following the school's marking policy.
- Extend the enrichment programme in the sixth form.

Inspection judgements

Effectiveness of leadership and management is good

- The strong leadership of the headteacher, together with his deputy, in managing considerable staff changes, a large financial deficit and the appointment of new leaders means that the school is now working with energy to improve outcomes for all pupils.
- Leaders have worked with absolute focus to improve the accountability of all staff. As a result, more pupils are making good progress. All staff are now held to account for pupils' achievement. Together, they are developing a culture of academic excellence and a fundamental ethos of aspiration.
- The quality of leadership at all levels has strengthened considerably since the last inspection. The appointment of strong teachers in English and mathematics means that standards have risen rapidly in English and are improving in mathematics.
- Middle leaders have welcomed the additional rigour and structures and accountability for their work. This 'buy in' means that the work of the school has a resolute focus on improving outcomes for all pupils. These leaders, including those in the sixth form, undertake regular checks on pupils' progress to ensure that they can quickly identify pupils who are not doing as well as they should. Additional support is put in place to help these pupils make better progress.
- The recent appointment of a new leader in science has led to standards beginning to improve in this area. An example of the joined-up approach to improvement was seen during the inspection when the English and science staff collaborated on revision for pupils. This is an indicator of the increased capacity through joint working between middle leaders.
- Leaders have a very good understanding of the school's strengths and where it needs to improve. Their plans and focus of work are directed to those areas of relative weakness. The chief executive of the Lydiate Learning Trust provides very good support and appropriate challenge to the headteacher. This support, together with external evaluation of the school's work, has supported the rapid improvement of standards.
- Leaders and governors have an accurate view of all aspects of the school's work, including the quality of teaching in the school. The school has drawn on wider support from the Lydiate Learning Trust and Deyes High School, both to develop their teaching practice and to make sure that the school's assessments are accurate. Leaders give precise and specific feedback to staff about the strengths of their teaching and where it needs to improve.
- The school has invested in the continuing professional development of teachers and leaders. This has resulted in improvements in teaching and helped the school to develop new leaders to take on positions of responsibility.
- The support and provision for pupils who have special educational needs or disability is systematic. Targets for these pupils are sharp, monitored regularly and adjusted when necessary. As a result, these pupils are making good progress.
- Leaders have used additional pupil premium funding and Year 7 catch-up funding to bridge gaps in achievement between disadvantaged pupils and others. Funding has been used to support catch-up reading programmes, one-to-one tuition and targeted adult support in after-school homework clubs. As a result, the gaps between disadvantaged and other pupils have almost closed in English and are narrowing in mathematics.
- The curriculum is broad and balanced, with an emphasis on a deepening of knowledge and building on prior learning. Subject leaders are continually reviewing subject content and assessment to increase the level of challenge and interest of pupils.
- The school has drawn on the cultural and artistic resources in Liverpool to provide opportunities for pupils to contribute to the artwork and decoration of the school and in theatre. There is a thriving Duke of Edinburgh's Award scheme and pupils also have the chance to take part in a wide range of sports, both after school and in the holidays. This means that there are rich opportunities for pupils' spiritual, moral, social and cultural development.
- Most teachers are following the school's principles of 'making marking meaningful'. However, there is still some inconsistency and not all teachers follow the school's marking policy closely enough to ensure that pupils improve their work.
- There is a very useful and detailed programme to support pupils' movement to further study, employment or training. The school ensures that all pupils in key stages 4 and 5 receive individual advice and

guidance. Individual plans are in place for pupils who may struggle to access information or guidance. Consequently, pupils are very well prepared for the next stage of study or employment. The school has achieved a national quality mark for this aspect of its work.

- The school's work to promote British values is of a very high quality. Childwall is a Stonewall school and its work has had considerable impact in turning round attitudes about sexuality since the previous inspection. Pupils say that they respect every individual, regardless of their background or gender and inspectors saw evidence of this when pupils were collaborating and supporting one another in different activities, in tutor time, for example. Pupils were keen to emphasise that they are a community that welcomes and appreciates everyone's differences.
- Parents, pupils and staff are very positive about the school. Leaders have worked hard to engage with parents and those spoken to during the inspection, along with those who sent written messages, said how much they value teachers' and leaders' commitment to every aspect of their child's achievement and well-being.
- **The governance of the school**
 - Governors have played a considerable part in driving up standards since the last inspection. The chief executive of the Lydiate Learning Trust has been very skilled in drawing together a team of governors who have both the expertise and the will to maintain the momentum of the school's improvement.
 - Governors have a good understanding of the quality of teaching through their analysis of departmental reviews and outcomes. They have established clear processes for performance management, ensuring that professional targets are the right ones, and that any increases in pay are linked to improved outcomes for pupils.
 - Governors understand the school's strengths. Governors have a very good grasp of how the pupil premium and catch-up funding are spent and the difference they are making.
 - The Trust has supported the school to prepare a balanced budget.
- The arrangements for safeguarding are effective. All staff have been trained on what to do if a concern regarding the safety and welfare of a pupil is raised. Child protection records and files are clearly administered and show strong evidence that leaders actively seek the expertise of external agencies to help them keep pupils safe. The curriculum promotes well pupils' understanding of how to keep themselves safe, through lessons, external visitors, assemblies and the tutoring programme. Pupils know what to do and who to speak to if they have any concerns. Leaders work well in partnership with other local partners so that vulnerable pupils are supported quickly. Leaders are tenacious in following up on any concerns. As a result, there is a strong culture of safeguarding.

Quality of teaching, learning and assessment requires improvement

- A legacy of poor provision in science means that teaching over time requires improvement. The newly appointed science leader is having an impact on the quality of teaching and is ensuring that the gaps in pupils' prior knowledge and skills are closing. Some very effective teaching was seen in science during the inspection. In these lessons, pupils rose to the challenge of working hard and engaging with new ideas.
- Teaching in mathematics is variable for some groups of pupils and leaders are working hard to address this. As a result, teaching is increasingly effective. Examples of teachers having high expectations of what pupils can achieve in mathematics were seen during the inspection.
- The leader of mathematics has a good knowledge of the demands of the new curriculum. She is taking effective steps to make sure all teaching in mathematics develops more opportunities for pupils to gain depth and mastery of topics. Much work in books is of a good standard and shows that more pupils are making good progress over time.
- The activities and questioning in some lessons do not stretch the most able pupils to do their best work. At other times, teachers do not use examples of high-quality work to support pupils whose understanding is limited. On these occasions, learning is less effective because some pupils are not clear about what they are expected to do.
- Teaching in English is now very effective. Pupils work purposefully and gain a good understanding of the key skills and concepts of language and a good grasp of literature. Many English lessons are well planned and, in these, teachers use questioning well to develop pupils' understanding.
- Teachers' planning takes into account pupils' prior learning so that resources and tasks are well matched to the different starting points of pupils. Most teachers have high expectations so that pupils remain on task and can work well for extended periods. In an art lesson, for example, the teacher provided a high

level of challenge by showing pupils in Year 9 work produced at GCSE level. In asking the pupils to identify the difference between a grade A and grade B piece of work, the teacher ensured that they were clear about what constituted excellence. Pupils were expected to push themselves and the quality of the work they produced, as a result, showed high achievement. A similar demonstration of skills was used to good effect in an English lesson and this, combined with astute questioning from the teacher, resulted in pupils producing high-quality work.

- Pupils are able to talk about what they are learning and an example of this was seen in a physical education (PE) lesson, where pupils were expected to explain more complex terms. As a result, pupils developed a good understanding of more advanced techniques. In lessons where pupils think and work hard, they show very good attitudes to learning.
- The quality of marking and feedback has strengthened considerably since the last inspection. Samples of pupils' work seen during the inspection show that, where the school's policy on feedback is used consistently, this has an impact on pupils' progress. However, there is still some variability across and within departments where the school's marking policy is not followed.
- Teaching assistants are an extremely valuable resource within the classroom and they are deployed effectively. They work well to support pupils in need of additional support. They work seamlessly with the teacher to ensure that every pupil makes progress. As a result, pupils who have special educational needs or disability make good progress.
- Teachers are involved in developing their practice in a variety of ways. This includes weekly teaching and learning briefings and training sessions. There are opportunities to work with other schools in the Trust and to observe the teaching of colleagues. This training and development provides an opportunity to share good practice.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say they feel safe at the school and that if they encountered problems, such as bullying, the school had very good systems in place to deal with them. Parents spoken to during the inspection spoke highly of the school's work to keep their children safe and to deal with any problems quickly and effectively.
- Pupils have good opportunities in the tutor time to discuss issues such as democracy and healthy eating. Pupils say they have regular information about how to keep themselves safe, including on the internet. The school organises full days where they work together to explore issues such as homophobic bullying. They told inspectors that this work had changed attitudes. Leaders keep governors informed about this aspect of their work and the school has received external recognition for its systems.
- The school's work to support pupils with complex needs is very strong. They are taught in small groups and provided with work that challenges them. Pupils say they are given responsibilities and say that this is helping them to improve their behaviour and enjoyment of school. The impact of this work means that they are making good progress.
- A small number of pupils attend provision outside of the school that best meets their needs. Leaders rigorously monitor their work and, as a result, pupils achieve and behave well.

Behaviour

- The behaviour of pupils is good. Pupils say behaviour has improved in recent years. They behave well in most lessons because they are keen to learn. Almost all pupils take pride in their work and some were keen to show inspectors what they are learning.
- Pupils move around the school sensibly. They are respectful of their environment and keep the school free from litter.
- Relationships between staff and pupils are very positive. The headteacher and senior leaders, as well as teachers, know the names, backgrounds and interests of all pupils. This has a positive impact on the atmosphere in the school and pupils' enjoyment at being at school is evident.
- The school has developed its behaviour policy, which focuses on promoting positive behaviour. Higher expectations from leaders have resulted in an increase in exclusions.
- Attendance is rigorously monitored for all groups of pupils. Those who have been at the school since the

start of their secondary education have good attendance. The pupils who arrived part of the way through the secondary phase have lower attendance and the school's work to improve this is beginning to make a difference. Efforts to improve the attendance of pupils with additional needs have had an impact this year and they now attend school more regularly.

Outcomes for pupils

require improvement

- In 2015, the proportion of pupils achieving five or more GCSE qualifications at grades A* to C, including English and mathematics, increased from the previous year, but was still below the national average. Standards are on track to continue to improve.
- Pupils have achieved science results that are well below average. The work of a new leader for science is beginning to have an impact. While pupils are beginning to make better progress, many are still behind where they should be.
- All pupils, including those who are disadvantaged, are now achieving in line with national expectations in English. This is an impressive improvement in outcomes since the last inspection.
- The published data for mathematics in 2015 did not reflect the full picture for pupils' outcomes, as the school did not have information about the standards that a significant number of pupils had attained at the end of key stage 2. Achievement in mathematics is improving overall, and, while there are gaps between the achievement of disadvantaged pupils and their peers, these are now closing. Leaders are prioritising their work in this area to ensure that standards continue to rise to match those in English.
- Pupils achieve well in business studies, hospitality and catering, travel and tourism, Spanish, art, PE and information technology.
- Current school performance information and work seen during the inspection show that pupils are progressing well at key stage 3.
- Provision for pupils who have special educational needs or disability is a strength of the school. Pupils are encouraged to see themselves as successful. This is contributing to their good progress.
- The school monitors the attendance, behaviour and progress of pupils who attend off-site provision. Leaders take swift action to support any who are in danger of falling behind and, as a result, outcomes for these pupils are good.

16 to 19 study programmes

are good

- Since the last inspection, leaders have taken measures to improve the sixth form. The newly appointed leader has very high expectations of standards for students. Students now receive appropriate advice and are guided to study programmes that are relevant to their needs. This is resulting in better examination results and progress for students. Attendance has improved. As a result, increasing numbers of Year 11 pupils are opting to stay on in the school's sixth form.
- Outcomes in the sixth form show sustained improvement in vocational subjects, while academic standards are improving. The school's tracking shows that, across subjects, standards are now broadly in line with those found nationally. Students, including those who are disadvantaged, achieved very well in vocational subjects in 2015.
- Together with tutors, leaders monitor the progress being made by students closely. They act quickly to spot where students have gaps in their learning and provide timely support. This is resulting in improved outcomes in academic courses.
- Teaching in the 16 to 19 study programme is generally effective. Teachers modify their lessons to pick up on questions raised by students or in response to their assessments.
- The numbers of those in education, employment and training is above average for all students, including the disadvantaged. Strategies to raise students' aspirations are now having an impact and, as a result, increasing numbers are applying successfully to university courses and apprenticeships.
- Students speak very highly of the support, quality of teaching and opportunities for extra work to develop their skills, including the regular, high-quality careers advice they receive. As a result, the proportion of pupils completing their courses is in line with the national figure.
- Students appreciate the additional enrichment opportunities on offer, for example courses in first aid and the Duke of Edinburgh's Award. They take part in many activities, such as sport, performing arts and volunteering, including mentoring of younger pupils. Provision for enrichment is sufficient; however, the

range of activities for students to engage in beyond the school does not cater for everyone's interests.

- Students who have not achieved a grade C in GCSE English or mathematics are provided with good opportunities to study these subjects further and retake examinations.
- Students have a good understanding of how to keep themselves safe. Their attendance has improved since the last inspection and they are punctual to lessons. They are positive about learning and are committed to doing their best.
- All students who join the sixth form are provided with the full 16 to 19 study programme, including relevant work experience opportunities.

School details

Unique reference number	138787
Local authority	Liverpool
Inspection number	10012212

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	813
Of which, number on roll in 16 to 19 study programmes	126
Appropriate authority	The governing body
Chair	Dr Sandra Hiett
Headteacher	James Kerfoot
Telephone number	0151 7221561
Website	www.childwallssa.org
Email address	contactus@childwallssa.org
Date of previous inspection	17–18 June 2014

Information about this school

- The school became part of the Lydiate Learning Trust in January 2015.
- The school is a smaller than average sized school.
- The proportion of pupils who speak English as an additional language is higher than national.
- The proportion of pupils who have special educational needs or disability is above average. The proportion with an education, health and care plan is below average.
- The proportion of pupils eligible for pupil premium funding is significantly higher than the national average. This additional funding is given to schools for pupils known to be eligible for free school meals and those in local authority care.
- The school meets the government’s current floor standards, which set out the minimum expectations for pupils’ attainment and progress in English and mathematics.
- The school has received additional support from Deyes High School. The chief executive is a local leader of education.
- A small number of pupils attend alternative provision at Active TT, Rare Studio, Liverpool FC Foundation College and ASSESS Education.
- The school meets the requirements for the publication of information on its website.

Information about this inspection

- Inspectors observed a range of lessons, a number of which were jointly observed with senior leaders. Inspectors also made short visits to lessons and looked at pupils' work.
- Three groups of pupils and students met with inspectors. Discussions were held with academy staff, including senior leaders, heads of departments and teachers. Discussions were also held with parents and members of the governing body.
- Inspectors scrutinised a wide range of school documents including information on pupils' outcomes, the school's monitoring of its work, minutes of meetings, records relating to the monitoring of teaching, learning and assessment, behaviour and the safeguarding of pupils.
- Inspectors took account of the 156 responses to the online questionnaire (Parent View) and of the questionnaires completed by staff and 46 comments from parents.

Inspection team

Mary Myatt, lead inspector	Ofsted Inspector
Annette Patterson	Ofsted Inspector
Susan Wareing	Her Majesty's Inspector
Peter Wilkes	Ofsted Inspector

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