

Churchill Community College

Inspection report

Unique Reference Number	108641
Local Authority	North Tyneside
Inspection number	356399
Inspection dates	20–21 January 2011
Reporting inspector	Lee Northern HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	823
Of which, number on roll in the sixth form	134
Appropriate authority	The governing body
Chair	Mrs Tracey Booth
Headteacher	Mr David Baldwin
Date of previous school inspection	5 March 2008
School address	Churchill Street Wallsend Tyne and Wear NE28 7TN
Telephone number	0191 2347200
Fax number	0191 2347201
Email address	churchillcollege@northtyneside.gov.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 36 lessons taught by 35 different teachers, and held meetings with groups of students, governors and staff. They observed the school's work, including visiting an off-site provision to support students at risk of permanent exclusion, managed by the school on behalf of the local authority. Inspectors examined a range of documentation including evaluations undertaken by the school to ensure that it meets statutory requirements in relation to safeguarding. In addition, 79 questionnaires from parents and carers were scrutinised along with questionnaires returned by a representative sample of staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the school has succeeded in maintaining its good overall effectiveness since the previous inspection, in particular, its success in raising attainment in the core subjects and in science.
- The extent to which all staff use assessment information to plan lessons that meet the needs of all groups of learners, including the more able and those most at risk of disaffection and how effectively feedback helps all students to improve.
- The impact of leaders and managers at all levels in reducing any variations in performance and securing good progress for all groups of students, including in the sixth form.
- The effectiveness of the promotion of healthy lifestyles
- The contribution made by the school's safeguarding practices and partnership work in supporting improved outcomes for students.

Information about the school

Churchill Community College is smaller than the average-sized secondary school with a small but growing sixth form. The proportion of students known to be eligible for free school meals is above the national average. Almost all students are from White British backgrounds. The proportion of students with special educational needs and/or disabilities and the proportion of students with a statement of special educational needs are both in line with national averages. The school has had specialist status for sport since 2002. The school acquired Trust status in September 2010 and is now part of the North Tyneside Learning Trust. The school hosts and manages a behaviour and education resource base for Key Stage 3 students. The governing body also manages an off-site facility for older students who are at risk of permanent exclusion. The school holds a number of awards including Healthy School status, International Schools Award and the Football Association Gold Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Churchill Community College is a good and improving school where there is a strong shared belief in the entitlement of all students to succeed. A typical comment made by parents, 'I truly believe the child is at the centre of everything for the school, celebrating every success no matter how small' sums up their views well. Outstanding care, guidance and support and students' good attitudes to learning are helping to improve achievement and raise aspirations. The effectiveness of the arrangements to safeguard students is outstanding. Teachers benefit from an extensive programme of support and professional development which encourages them to try new ideas and share expertise. As a result teaching is good and students progress well. The quality of feedback to students on how to improve their work and teachers' skilful use of questioning contribute very effectively to students' good learning.

Students enter the school with attainment levels that are below average and a minority of students require additional support in English. Recent examination results for Year 11 in 2010 are broadly average: in 2010, 54% of students gained five or more good GCSE passes including English and mathematics which was in line with the national average. This represents good progress relative to students' starting points. Within the picture of average attainment overall, there is variation between subjects, for example, while students' attainment in a wide range of vocational subjects is above average, attainment is broadly average in English and mathematics. It is below average in science, where there is too much variation in the quality of teaching. The school recognises that the proportion of students gaining A and A* passes at GCSE is below national expectations. Actions to increase the rates of progress of more-able students by ensuring all teaching provides a consistently high level of challenge are beginning to have an impact, particularly in English.

Leaders and managers are highly ambitious for the school and for its students and are relentless in their pursuit of excellence. The headteacher articulates clearly the school's high expectations and vision for further improvement. Challenging targets are helping to drive up standards in all subject areas and middle leaders are supported well in bringing about further improvements. This includes the involvement of the governing body in providing additional support for leadership in science. The school's good curriculum is making a strong contribution to students' progress. It ensures that all groups of students – especially those whose circumstances make them vulnerable – are well catered for and can achieve well. Attendance is above average and the contribution made by 'enterprise days' and the impact of the 'creative enquiry' curriculum for younger students ensure that they are well-prepared for the next stages in their education and for the world of work.

The school demonstrates good capacity to improve. In addition to gains in overall GCSE results in the main school, the quality of teaching, the curriculum and outcomes have all

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improved in the sixth form. The school's self-evaluation is accurate and good progress is evident in the areas of improvement identified at the previous inspection. Improvement planning is well co-ordinated across the school and involves the governing body and a wide range of staff.

The school's specialist status for sport makes a strong contribution to raising attainment and improving outcomes for students. An outstanding example of this is the extent to which students adopt healthy lifestyles. The school's specialism has helped to broaden the school's vocational provision and has made a strong contribution to middle leadership and teachers' professional development.

What does the school need to do to improve further?

- Raise attainment through building on recent improvements, particularly in English and mathematics and for the most-able students by:
 - ensuring every lesson provides a consistently high level of challenge for all students, particularly the most-able
 - further reducing the variation in the quality of teaching, so that more teaching is good or outstanding.
- Improve students' rates of progress in science by strengthening subject leadership and increasing the proportion of good and better teaching.

Outcomes for individuals and groups of pupils**2**

Overall, students' achievement is good. Students with special educational needs and/or disabilities also make good progress because the support they receive helps them to keep pace with their peers. As a result of recent action, students' progress in English and mathematics is now good, although the progress made by students in science is broadly satisfactory because there is less consistency in the quality of teaching. Students' good personal development and good and sometimes outstanding behaviour make a significant contribution to the ethos of the school. Students display positive attitudes to learning, listening well both to their teachers and classmates. They follow instructions promptly, collaborate well on tasks and in discussions, and take pride in their work. At times, however, some students rely too heavily on adult direction.

Students have a good grasp of issues related to their safety and value the guidance they receive on cyber bullying and internet safety. They say that bullying is rare and when it does occur they are confident that staff will deal with it promptly and effectively. Levels of participation in the very wide range of sports and performance-related activities, together with the very high take-up of school meals, contribute strongly to students' outstanding understanding of the importance of healthy lifestyles. This involvement extends to those groups of students who might be harder to influence and the specialism plays a significant role in this regard. Students make a good contribution to the school and the wider community. This is evident through the involvement of the school council in school meal arrangements, through student representatives on the governing body and in the contribution of peer tutors in primary schools. Small groups of students have been involved in advising staff on issues to do with bullying and on styles of teaching. Those students who attend the Key Stage 3 resource base or the off-site provision for older students also progress well in all aspects of their personal development.

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Students' good spiritual, moral, social and cultural development is enhanced by a programme of outside speakers and school visits which complement the approaches evident throughout the curriculum. For example, in a highly-effective history lesson, Year 10 students were challenged to debate the effectiveness of non-violent protest in relation to the civil rights movement in America and the violent actions of the Ku Klux Klan. Through a combination of well-chosen stimulus material and the students' very mature and thoughtful responses, the teacher encouraged the students to reflect on whether violence can ever be justified in response to acts of aggression.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and learning is good. In the better lessons pace is brisk but sensitive to the needs of all groups of students, ensuring that students' interest and engagement do not flag. Teachers use questioning well to gauge students' understanding, unearth misconceptions and provide challenge for higher-attaining students. In an outstanding Year 10 poetry lesson the teacher was determined not to accept superficial responses from the students, pushing them instead to reason and justify their answers. In the more effective lessons, teachers do not over-direct what happens but act as facilitators of learning. Detailed and helpful marking linked to grade criteria identifies how students can improve their work. Teaching is not as effective where there is too much input from

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the teacher or where assessment information is not used to plan effectively for work that caters for the needs of all students, whatever their capabilities.

The broad and balanced curriculum is responsive to the changing needs and aspirations of students. It is enhanced by strong partnerships with other providers, particularly in the sixth form. In Key Stage 3, the innovative 'Creative Enquiry' curriculum is helping students to develop a range of transferable skills. The introduction of a wide range of vocational programmes has helped to raise achievement and more closely meet the needs of older students. There is an extensive range of enrichment opportunities which have a high take-up and are much enjoyed. The specialism plays a significant role in ensuring that all students in Key Stage 4 undertake a sports leadership programme. This is now being developed into other areas of the curriculum as exemplified by the 'maths leaders' programme.

The care, guidance and support for students are outstanding. The focus on meeting students' needs and overcoming their barriers to learning and participation is deeply embedded within the ethos of the school. As a consequence of this aspect of the school's work, there has been no permanent exclusion since the time of the previous inspection and a steady reduction in the number of students subject to fixed-term exclusions. The school's highly-effective coordination of the resource base for Key Stage 3 students and the off-site provision for older students at risk of exclusion ensures that these students are enabled to progress and achieve valuable qualifications by the end of year 11. A parental comment epitomises the views of many, 'I had an older child who was disruptive but with the school's help he managed to turn himself around – he stayed on into the sixth form'. As a consequence of the school's support for all students, a very high proportion goes on to education, training or employment when they leave school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers use targets effectively to drive up standards. They have responded quickly to implement more challenging targets as the school's performance against certain key measures has surpassed previous benchmarks. The school has a robust system of monitoring and predicting students' performance. Strong appointments to the senior team have strengthened the capacity to improve further, particularly in English and mathematics. Leaders and managers foster students' positive attitudes to achievement through the many displays of the success achieved by recent school leavers. Regular newsletters and updates to the school's website help parents and carers to feel well-informed about the work of the school.

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Members of the governing body fulfil their duties well; they understand clearly their role in supporting and challenging school leaders. Safeguarding arrangements are outstanding. Site security is good and the school's records in relation to employment checks, risk assessments and accident reporting are exemplary. Child protection training for staff goes significantly beyond minimum requirements. The school is pro-active in developing a range of partnerships to benefit students, most significantly through the specialism. A notable example of the school's impact in promoting community cohesion is the 'Sub21' initiative. This programme of diversionary activities for young people, coordinated by the school, has reduced the levels of anti-social behaviour and teenage drinking in the community. The school's commitment to promoting equalities is evident in all aspects of its work. This can be seen through the school's concerted efforts that continue to reduce the differences in the rates of progress between different groups of students. Churchill Community College provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The sixth form provides a good education; students achieve well and make good progress because teaching is good. Attainment on vocational courses is above average and students on courses such as health and social care, sport and information and communication technology achieve a greater proportion of higher grades than is the case nationally. Teachers use prior learning and assessment information well to provide new and interesting learning experiences which meet individual needs well.

The curriculum has also improved and is good at meeting students' aspirations and interests. The broadening of the curriculum has been instrumental in attracting more students to join the sixth form and it provides an appropriate balance between academic and vocational courses. Students have an accurate picture of how well they are doing

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because their progress is closely monitored and regularly assessed. Detailed feedback is provided on how students can aim higher and exceed their target grades. Parents and carers receive timely information about students' progress. Individual care, guidance and support are good. It provides a wide range of strategies to overcome difficulties and barriers to learning. Students develop into mature young people who make a good contribution to the school and to the wider community.

Ambition is embedded in every aspect of sixth-form work. Areas for improvement have been identified and are tackled well by the good leadership and management. Students say they feel safe in the secure and welcoming environment. Students are able to influence sixth-form provision through the weekly student committee meeting, chaired by the post-16 coordinator. Similarly, the sixth-form representative on the governing body makes a valued contribution to the work of the school.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The proportion of parents and carers who contributed their views to the inspection was lower than that normally seen for secondary schools. A very large majority of the replies received indicated positive views of the school, particularly in relation to the effectiveness of the school in preparing students for the future. A small minority of parents reported concerns with the way in which behaviour is managed by the school. Inspection evidence indicates that the school manages students' behaviour well and that students' conduct is good in classrooms and around the school site.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Churchill Community College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 823 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	23	51	65	6	8	3	4
The school keeps my child safe	27	34	48	61	0	0	2	3
My school informs me about my child's progress	33	42	37	47	4	5	3	4
My child is making enough progress at this school	18	23	55	70	3	4	2	3
The teaching is good at this school	13	16	57	72	3	4	1	1
The school helps me to support my child's learning	14	18	49	62	10	13	2	3
The school helps my child to have a healthy lifestyle	16	20	55	70	7	9	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	24	56	71	0	0	1	1
The school meets my child's particular needs	15	19	60	76	1	1	1	1
The school deals effectively with unacceptable behaviour	21	27	43	54	10	13	3	4
The school takes account of my suggestions and concerns	16	20	45	57	12	15	1	1
The school is led and managed effectively	17	22	55	70	3	4	1	1
Overall, I am happy with my child's experience at this school	24	30	50	63	3	4	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 January 2011

Dear Students

Inspection of Churchill Community College, Wallsend, NE28 7TN

You will remember that a team of inspectors and I recently inspected your school. We enjoyed meeting you and took note of the views that you expressed.

We judged the school to be good overall and outstanding in some areas of its work. In particular, we found the outstanding care, guidance and support that the school provides is helping you to achieve well and to move confidently into the next stage of your education, employment or training. Staff go to great lengths to ensure that each of you gets exactly the right support when you need it. You show a good understanding of how to stay safe and told us that bullying is rare. You also show an excellent knowledge of what constitutes a healthy lifestyle and you greatly value the opportunities provided through the school's specialism.

The headteacher, staff and governors have a good overview of the work of the school. Examination results for students at the end of Year 11 are broadly in line with those seen nationally. Good teaching means that you progress well in lessons and you contribute to this effectively through your willingness to participate in discussions, collaborate with each other and working hard to produce your best work. The valuable feedback you receive from your teachers is helping you to identify any gaps in your understanding and to improve your work. The good curriculum is also providing a wide choice of vocational and academic options, both in the main school and in the sixth form.

Within a positive picture, we have identified two areas where the school can improve. Accordingly, we have asked the headteacher, governors and staff to:

- raise attainment, particularly in English and mathematics and to increase the proportion of those of you that gain GCSE passes at the highest grades
- improve your progress in science by strengthening the ways in which science is led and managed and by increasing the proportion of lessons that are as good as the best.

You can play your part in improving Churchill Community College further by continuing to behave well and working hard. I wish you every success in the future.

Yours sincerely

Lee Northern

Her Majesty's Inspector

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